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ABSTRACT

Focusing on Child Development Associates (CDAs), this third national CDA report examines whether CDAs have benefited from the increased activity at the federal, state, and local levels to enhance the status of child care providers. The following questions were asked: (1) What changes or consistencies are there among CDAs?; (2) What has been the impact of certification on the careers of those who become credentialed?; (3) What impact has the professional development movement had on CDAs?; and (4) Do CDAs leave the child care field after obtaining their credential? The survey group studied was composed of 10 percent of the 25,000 CDAs credentialed from September 1989 to September 1993. Questionnaires were mailed requesting demographic, career status, and educational information. The 1994 instrument added four categories of information: salary at time CDA was obtained; current salary; college credits awarded for the CDA; and type of CDA training received. Based on the results, CDAs were profiled primarily as white, older than 30, fairly well-educated females who work with preschool age children as classroom teachers, who demonstrate a pattern of retention and commitment to child care careers. Over 95 percent remain in the field after receiving credentials, despite poor benefits, low salaries, and staff burnout. CDA-credentialed child care workers add skill and stability to the early childhood workforce. Based on the survey, the report recommends that credentialing be encouraged through program and policy supports. Support efforts should include: (1) making wages and benefits commensurate with credentials; (2) funding training supports for those seeking necessary degrees and credentials; and (3) supporting state mandates for trained staff and licensed child care, including increasing requirements for staff qualification by requiring the CDA or its equivalent. Appendices include the 1994 survey questionnaire, the 1988 and 1983 National CDA survey and results, along with a list of institutions which currently offer CDA credential training. Contains 18 references. (BGC)

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Editor

The 1994 Survey of CDAs

A Research Report

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Introduction

The Child Development Associate Program was created to improve the quality of early childhood settings by improving the competence of the teaching staff. A review of the literature about the program points to major contributions to the early childhood profession and suggests that CDA credentialing has positive benefits for child care workers and for children in their care.

> The competency areas were developed through extensive field testing and with the input of task forces and more than 1,000 early childhood practitioners. Indirect empirical support for their validity is found in a substudy of the National Day Care Study [Ruopp et al, 1979], in which a checklist based on 11 CDA functional areas was used to observe more than 100 classrooms. A factor analysis of the observational data yielded factors similar to the CDA competency areas; more important, the factors were found to be positively correlated with the children's total scores on the Peabody Picture Vocabulary Test and the Preschool Inventory [Goodrich, 1979]. (Powell & Dunn, 1990 p. 45).

Other studies have found that participants in university-based CDA training programs have experienced increased self-confidence, positive changes in self-assessed job performance, an increase in cognitively-oriented, child-centered beliefs (Peters & Sutton, 1984), an increase in child development knowledge and improved classroom behavior (Peters & Sutton, 1984; Saltz & Benson, 1985), and increased feelings of self-worth (Saltz & Benson, 1985). This study will focus however, on the impact of credentialing on the careers of those who become credentialed.

This survey sought to determine whether CDAs were in any way reaping the benefits from the growth in activity at the federal, state and local levels to enhance the status, recognition and compensation of child care providers. One example of a significant professional development advocacy movement was organized in the late 1980's by the National Association for the Education of Young Children (NAEYC). NAEYC proposed to its 90,000 strong membership a career lattice approach as the best way to characterize the early childhood profession.

> The lattice strands symbolize the diversity of our field and encourage many roles and paths toward improved professional recognition... The lattice encompasses the concept of career ladders that assume that higher qualifications and greater levels of responsibility translate to higher compensation. NAEYC is committed to improving compensation for individuals who work with young children, especially in child care and preschool programs in which real wages have actually decreased in the last decade (Bredekamp & Willer, 1992, p.48).

Further, NAEYC described levels for child care workers based upon the professional preparation needed at each level. Level I, for example, is the entry-level paraprofessional who is pre-credentialed but participating in training (like CDA Candidates). The highest level, Level IV, represents the more advanced, college trained/educated child care worker. The career lattice was based upon the belief that a clear and articulated approach would foster strategies that could help improve compensation and retention among child care providers. It set the stage for defining who child care workers are and defined a career progression they could aspire to.

Given this context, what are the consequences in the real lives of CDAs as child care workers? **Are CDAs obtaining promotions on the job? Are they participating in continuing education? Are their salaries increasing? Are they experiencing upward mobility in the work force? Once on a career progression path, do they remain in child care?**

These are the questions we asked about CDAs in this study. Although what we examined speaks only to a specific subpopulation of early childhood educators, the report does provide a glimpse into the welfare of the child care work force as a whole, at an important moment in the career development movement.

Building upon two previous national surveys of CDAs, (for 1988 see Appendix C, and for 1983 see Appendix D), this 1994 report provides a discrete, yet profound profile. National survey data reveal child care workers average 2.7 years on the job. The data from this survey, however, show that CDAs belie

this national statistic.[1] CDAs are not contributors to the instability crisis among teaching staff that pervades child care. In fact, this report points to stability in employment and child care careers among Child Development Associates. It tracks changes over time among this population, and may have significant implications for the development and implementation of policies and programs affecting child care workers.

[1]Data from the Bureau of Labor Statistics show that 2.7 years is the average length of time on the job for "Child Care Worker, Except Private Household," versus 6.6 years for the average of all jobs (Bureau of Labor Studies, 1987).

Methodology

Survey Group. The 1994 survey group was composed of 10% of the twenty-five thousand CDAs credentialed from September 1989 to September 1993. Twenty-five hundred subjects were randomly sampled.

Data Collection Method and Response. During the late fall of 1993 and the first two months of 1994, a 78-item multiple-choice questionnaire was mailed to the subjects. One thousand three hundred and six (1,306) surveys were received; a 52.2% response rate. Approximately 236 surveys came back because of incorrect addresses. In addition to the survey by mail, 100 non-respondents were telephoned to determine if they were still in child care, and if not, why not.

As one of the largest subgroups of CDAs, we sought to ensure adequate Hispanic representation during sampling. Therefore, a random sample of 10% of the 500 CDAs in Puerto Rico (who are primarily Spanish-speaking) were mailed a Spanish version of the survey instrument. However, less than 1% of those surveys were returned.

The majority of the 1,306 respondents received their credential during 1991 and 1992 (48% combined). The other respondents were more evenly divided over the survey years: 1989 (17%); 1990 (17%) and 1993 (18%).

Questionnaire Design. The 1994 survey instrument had many similarities to both the 1988 (Appendix C) and 1983 (Appendix D) survey instruments. However, the 1983 instrument contained a 25-item open-ended design to solicit personal opinion on program impact, whereas the 1988 and 1994 instruments were entirely multiple choice. At the end of the 1994 instrument, comments were solicited as an option, although the majority of the respondents chose not to send comments.

Each of the three surveys requested demographic, position status, and educational background

information of the CDA. The 1994 instrument added four significant categories of information that had never before been sought:

1) Salary at time CDA was obtained

2) Current Salary

3) College credits awarded for the CDA, and

4) Type of CDA training received

LIMITATIONS

The lack of a comparison population is a major limitation of this study. It may have been valuable to survey a comparable population of *non-CDAs*, using an instrument with similar subject categories. Findings from such a study would help to determine whether findings from this study are direct consequences of a CDA credential. Further discussion of this limitation can be found in the Recommendations section of this report.

FINDINGS

This section presents the actual findings by major categories as delineated on the survey instrument (see Appendix A for a copy of the instrument). Those major categories are:

1) Demographics

2) Education and Training

3) Training and Career Development

- **Demographics**

Included on the survey were questions about sex, age, and ethnic origin. On average, these CDAs are over 26 years and under 41 years (56.5%), are mostly White (53.2%) and female (99%). African Americans formed the second largest ethnic group (29%) and the Hispanic population was the third largest ethnic group (11%).

Compared to past survey data, there were consistencies in demographic profile. That is, CDAs in general are overwhelmingly female. The majority are White and between 26 and 38 years of age. Close to half (49%) comprise other groups, with the Hispanic population showing the most growth in the CDA population -- up from 4% in 1983 to 11% in 1994.

-Table 1-

DEMOGRAPHICS OF CDAs			
	1983	**1988**	**1994**
Some College	48%	51%	48%
Ethnic Origin			
White	55%	53%	53%
African American	33%	34%	29%
Latin American/Hisp.	4%	9%	11%
American Indian	5%	2%	2%
Other	2%	1%	1%
Sex			
Female	99%	98%	99%
Male	1%	2%	1%
Age			
18-25 years old		7%	11%
26-40 years old	38 yrs.*	56%	56%
41+ years old		35%	33%

**The mean age of 38 years is the only data available in this category from the 1983 survey.*

- **Education and Training**

Education and training were measured along two dimensions: 1) ***At time of Credential Award*** and 2) ***At time of Survey***. This breakdown was used to determine the areas of change in education, training, position level, setting and salary between the time the CDA obtained the credential and the time of the survey. The findings below are presented according to the subcategories on the survey instrument and are compared to similar data from previous surveys.

a) Years of Experience in Child Care

At the time of credential award, nearly 38% of the sample population had 5 years or less of experience in the field. The overwhelming majority (62%), however, had more than six years of experience in child care at the time they received their credential. There were comparable experience levels of CDAs in 1988. In 1983, CDAs had an average of 7.7 years of experience before obtaining the credential.

-Table 2-

YEARS OF EXPERIENCE IN CHILD CARE		
At Time of Credential	**1988**	**1994**
0-5 years	36.0%	37.5%
6-10 years	33.0%	34.1%
11-15 years	30.0%	15.1%
16-20+ years	N/A	13.4%

At Time of Survey	**1988**	**1994**
0-5 years	23.0%	23.0%
6-10 years	39.0%	40.5%
11-15 years	39.0%	18.4%
16-20+ years	N/A	17.9%

b) Educational Background

Nearly half (48.2%) of the respondents reported they had some college experience at the time they received the CDA credential and at the time they were surveyed (48.7%). There were slight increases in the percentage of those with 2- and 4-year degrees from the time of credential (22.3%) to the time of survey (25.2%). Although minimal, there appeared to be some movement toward graduate degrees from the time of credential (1.8%) to the time of survey (2.1%).

These findings are consistent across all three surveys (see Table 3). On average, in 1983 and 1988, 50% of CDAs indicated some college at the time they obtained the CDA credential, and 24% had, on average, a 2- or 4-year degree. Moreover, there was an increase of 3% for those who reported they went on to obtain a 2- or 4-year degree from the time of credential to the time of survey.

-Table 3-

EDUCATIONAL BACKGROUND OF CDAs			
At Time of Credential	**1983**	**1988**	**1994**
Some College	47.6%	50.7%	48.2%
2-yr. or 4-yr. Degree	26.2%	24.2%	22.3%
Graduate Degree	2.7%	2.3%	1.8%

At Time of Survey	**1983**	**1988**	**1994**
Some College	52.5%	52.4%	48.7%
2-yr. or 4-yr. Degree	30.3%	27.6%	25.2%
Graduate Degree	3.7%	3.0%	2.1%

c) Degree Major

Less than half of the CDAs provided this information (452 respondents). Of these, half said their major was early childhood education/child development at the time of credential. The other half reported majors in a variety of other disciplines. By the time of the survey, however, 66% of the respondents with degrees indicated a major in early childhood/child development, with 34% reporting majors in other disciplines.

Degree major information was not requested in 1983. However, in 1988, 55% of those with degrees had majors in early childhood/child development at time of credential, a figure that increased to 72% by the time of the survey.

d) Type of Setting

When credentialed, approximately 63% of the population worked in some type of Head Start setting (Center-Based, Family Child Care, Home Visitor, Migrant, or American Indian program). By the time of the survey, Head Start representation had dropped slightly to 60%. Preschool center-based CDAs formed the bulk of the Head Start population at the time of the survey (78%).

Non-Head Start representation averaged 35% both at time of credential and at time of survey. The non-Head Start categories consisted of Military Child Care, Family Child Care, half-day preschool programs, and center-based day care programs.

In the two previous surveys, Head Start representation far outnumbered non-Head Start credentialed CDAs-- averaging 80% in 1983 and 80% in 1988. Therefore, the 15% growth in 1994 in non-Head Start representation amongst CDAs is dramatic and suggests a growing trend.

e) Professional Position

There was a **decrease** in the number of Assistant Teachers/Teacher Aides between the time of credential (43%) and the time of the survey (23%). There was an **increase** in the numbers for those who were classroom teachers from the time of credential (41.2%) to the time of survey (53.4%). CDAs also appear to be moving into supervisor/coordinator positions, a category which rose from 1.4% at time of credential to 4% at time of survey. Noteworthy as well is that 3.7% reported they were Program/Center Directors at time of credential, and by the time of the survey this percentage rose to 7% who had become Program/Center Directors. In fact, the data show upward progression for CDAs in position levels over the last ten years.

-Table 4-

POSITIONS HELD BY CDAs		
	At Time of Credential	At Time of 1994 Survey
Volunteer and/or Parent	1.6%	.006%
Asst. Teacher/Aide	42.7%	22.9%
Classroom Teacher	41.2%	53.4%
Home Visitor	5.2%	4.7%
Educ. Supv./Coord.	1.4%	4.0%
Program/Center Director	3.7%	7.0%
Family Child Care	3.5%	3.9%
Student Teacher	.004%	3.1%
TOTALS	**99.3%**	**99.0%**

f) Membership in Professional Early Childhood Associations

Nearly half of the respondents on the 1994 survey were neither members of an early childhood professional association at time of credential award, nor at time of survey. However, 43% were members either of the National Head Start Association or the National Association for the Education of Young Children. This has been true of professional organization membership among CDAs across all three surveys.

♦ **Training and Career Development**

The 1994 survey was the first of the national surveys to request information from CDAs on the **type** of training they received:

a) **Did the CDA obtain training through courses for credit or non-credit?**

b) **Did the CDA obtain training through the Council's one-year training program (CDA P_3)?**

c) **Did the CDA's employer sponsor the CDA training? and/or,**

d) **Did the CDA receive pre- or in-service training?**

The findings in this section about training sources should be of great interest to the field because over the last ten years there have been a variety of programs designed to increase training access for child care workers. There has been a tremendous growth in corporate and business support through public-private partnerships. In addition, there has been a direct federal infusion of dollars through the CDA Scholarship Act, the Job Training Partnership Act (JTPA), the Pell Grant Program, and Child Care Community Development Block Grant programs. On the local level, therefore, CDA candidates have many more opportunities and financial incentives to participate in training at postsecondary educational institutions.

Recent increases in training background requirements have affected thousands of child care workers. On the federal level, Head Start legislation requiring a CDA or degree teacher in all Head Start classrooms has had a major impact on the child care community and the CDA program. This legislative mandate was passed into law in the early 1990s. About the same time, the State of Florida mandated a CDA credential, or equivalent, to teach in state licensed child care centers. The Military Child Care Act of 1989 delineated Department of Defense-wide training requirements and authorized appropriated fund support and subsidies which can be used to assist in underwriting costs involved in CDA training. In 1990 Army Regulation 608-10 mandated that all Child Development Service caregiving staff and provider training will be based on the Child Development Associate Credentialing (CDA) Program competencies and functional areas. Further, in 1992, the CDA program implemented a new application requirement calling for at least 120 clock hours of formal training. These mandates contributed to the growth in the numbers of those seeking the CDA credential and of those obtaining training at institutions of higher education.

Training Support. In this category, information was sought about where CDAs obtained training and how they paid for their training. Seventy-one (71%) of the subjects indicated they did not pay for any portion of their training, with sixty percent (60%) obtaining credit or non-credit courses through employer-

sponsored training. The chart below illustrates the variety of types of delivery systems used by CDAs to receive training, with respondents indicating combined sources, many of them checking more than one category.

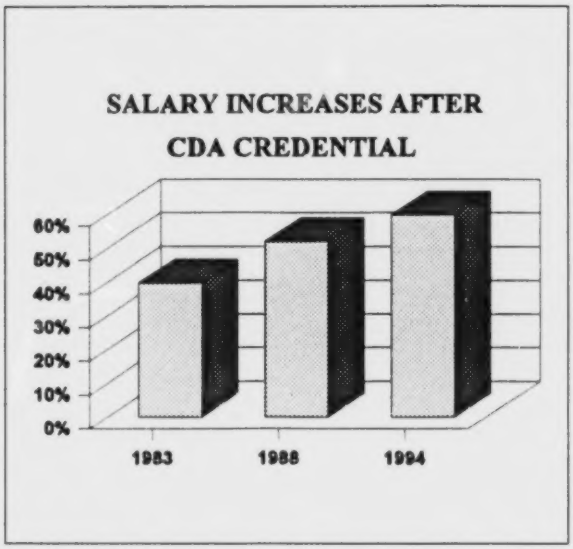
Delivery Systems for CDA Training

24%-	University
41%-	Community College
11%-	Vocational/Technical School
24%-	Non-Head Start Employer
62%-	Head Start
17%-	Outside Consultant
32%-	Community Workshop

College Credits Awarded. One of the key questions about which we sought data was whether the CDA credential itself could be exchanged or leveraged for college credits. The initial high response of "Yes" (38.3%) to the question, *"Were you awarded any college credit -- transferable to an Associate or Bachelor's degree -- for obtaining the CDA credential?"*, was misleading. Through a follow-up survey to determine the name of the institution and the amount of credit received, it was revealed that most respondents misinterpreted the question as asking whether they received college credit during CDA training, rather than after obtaining the credential. Nonetheless, through various data sources, we found over 100 postsecondary educational institutions nationwide that **do** offer college credit while the CDA is being trained, and 400 institutions offer college credit or will consider life experience, previous college classwork, etc. for those who have obtained the CDA credential. The latter institutions are listed in Appendix E.

Salary Increase. Although salary increases have not been large, an increase in salary has been one of the most positive benefits reported by CDA recipients. Of the respondents to the salary question, 60% received raises upon earning the CDA. Thirty-six percent (36.4%) of the raises were below $100; 37%

received raises between $100 and $500; 13.1% reported raises of $500 to $1,000. When reports from all three surveys of CDAs are compared, a growing percentage are receiving salary increases: 40% in 1983; 52% in 1988, up to 60% in 1994.



Promotion opportunity is another positive benefit reported by CDAs. In this survey, 36% said they were promoted after obtaining the credential. Promotion opportunity holds steady across all three surveys, although there has been some slight progress since 1983. On average, spanning all three survey periods, approximately 34% of CDAs have received promotions as a result of the credential.

Current Salary. A small percentage of respondents (4%) did not provide this information. Of those who did respond, the computed salary --using the weighted average of hourly, weekly, biweekly, monthly, and yearly figures received from the respondents-- of this population is $12,576 annually.

Employment in Child Care. This category on the survey sought to discover if CDAs leave the child care field, and why. Responses revealed that less than 1% of the subjects had left the child care field from the time they received their credential until the time of the 1994 survey. Of those respondents who had left, more than one reason for leaving child care was indicated: seventy-nine (79) cited **low salary**; forty-seven (47) cited **lack of benefits**, and thirty (30) indicated they **had "burned out."**

In fact, a pattern of high retention in child care has consistently characterized CDAs across all surveys. Data results reveal the retention rate of CDAs has steadily become higher: in 1983, 86.3% of the

CDAs reported they were still in child care since receiving their credential; in 1988, 96% were still in the field, and in 1994 up to 99.4% of CDA respondents remain in early childhood education after obtaining the Child Development Associate credential!

SUMMARY

In summary, we return to the four major questions guiding the 1994 National Survey of CDAs. They were:

1) *What changes and consistencies are there among CDAs?*

2) *What has been the impact of credentialing on the careers of those who become credentialed?*

3) *What impact has the professional development movement had on CDAs?*

4) *Do CDAs leave the child care field after obtaining their credential?*

From our population pool of CDAs surveyed in 1983, 1988 and 1994 -- totalling 35,500 -- we are able to form the following conclusions about Child Development Associates:

Profile of CDAs

CDAs are primarily White, over-30 females who work with preschool age children as classroom teachers. They are fairly well-educated, having taken some college courses before applying to the CDA program. Further, CDAs demonstrate a pattern of retention and commitment to child care careers with over ninety-five percent remaining in the field after credentialing.

Career Advancement

The profile of job advancement for Child Development Associates has improved over the last ten years. CDAs are likely to continue their formal education, move into positions of more responsibility and to receive salary increases. They show a pattern of increasing participation in training in early childhood/child development at postsecondary education-level institutions in the community. Also, a large number of them

continue their professional development after credentialing and pursue higher education opportunities.

Salary

Although there has been marked growth in the number of CDAs receiving salary increases after obtaining the credential, the actual amount of the increase is consistently low (less than $500 per year), and the mean annual salary of CDAs is only $12,576 per year. Therefore, while salaries for the holders of the CDA credential have improved, their salaries still fall far below those of other paraprofessionals with equivalent education and experience.

Training Support: Auspices and Funds for Training

Large numbers of CDAs are obtaining college-level training to meet federal and state requirements. The largest amount of this training is obtained at community colleges and is paid through some source other than the individual.

CONCLUSIONS AND RECOMMENDATIONS

Given national turnover data reflecting rates in child care as high as 40% (Whitebook, Phillips & Howes, 1993; Scarr, Phillips & Abbot-Shim, 1992) the most heartening news from this survey of Child Development Associates is the fact that this population of child care workers choose to remain in child care despite poor benefits, low wages and staff burnout. Relatively few research studies have examined the reasons why caregivers will remain in a situation that offers so few rewards (Jorde-Bloom, 1988). Those studies that have been done, investigating antecedents and correlates of commitment in teachers and other human service professionals, have produced varied and inconsistent findings (Morris & Sherman, 1981; Welsh & LeVan, 1981). It has been argued that perhaps commitment should be viewed more accurately as an intervening variable between satisfaction and intention to leave. (Kontos & Stremmel), That is, satisfaction

with particular aspects of child care work *may* enhance commitment.

If this is true, it may shed light on the high retention among CDAs. The CDA process does yield positive and personal gains for the individual through increased morale and motivation on the job. Workers have increased confidence, they testify to a sense of achievement and efficacy, and generally exhibit a "take charge" attitude toward their lives (Granger, Lombardi, & Gleason, 1984).

A recently released study by the Families and Work Institute on the quality of child care in the State of Florida also points to the CDA's positive benefits for children. The findings from that study that are particularly noteworthy are:

> ...children fare best in classrooms with college-educated teachers who have early childhood training. However, having teachers with CDA credentials or who meet the CDA equivalency requirements makes a big difference in affecting children's emotional security with teachers and their complexity of play with other children. This suggests that the CDA credential or CDA equivalency requirement for training gets translated into the classroom in ways that affect children's development.
>
> Global quality, teacher sensitivity, and responsiveness are most likely to improve when classrooms move to or retain teachers with credentials or CDA equivalents, although the highest scores are obtained in classrooms with teachers with B.A. degrees and advanced training. (Howes, Smith & Galinsky, 1995, p. 21)

Finally, the 1994 CDA study also revealed that while the CDA program is meeting the challenge of improving the competence of individual teaching staff, it is also becoming influential across many early care and education settings. Participation within the Head Start community remains strong, and at the same time there is increased interest by child care workers in non-Head Start settings. Several factors related to the child care infrastructure probably account for this. One is the recent Florida legislation requiring the CDA credential or its equivalent in all state-licensed center-based child care settings. In addition, the largest child care employer in the world, the U.S. Army Child Development Services, has chosen the CDA assessment program to qualify its teaching staff. Finally, 46 state child care regulatory agencies, and the District of

Columbia, include the CDA as an "equivalent qualification," for teacher or director positions.

These kinds of program and policy "supports" have widespread and long term potential for improving the overall quality of child care. Therefore, increasing such supports are integral to sustaining a promising future for the CDA program as well as promising careers for the CDAs the program yields.

RECOMMENDATIONS

While the number of CDAs has quadrupled over the last ten years, this report points to the potential power of credentialing child care workers has towards improving the quality of child care. This study and others have shown that holders of the CDA credential add both skill and stability to the early childhood workforce. Therefore, every effort should be made to encourage credentialing through program and policy supports at the state and local levels. Support efforts should include:

- ***Wages and benefits commensurate with degrees and credentials.***

  Employers should develop salary and benefit schedules that provide higher levels of remuneration with higher levels of preparation and more advanced skills.

  Further, early childhood employers, together with public and private sector interests, should develop complementary strategies to help underwrite the costs involved in preparing staff to meet higher standards and develop more advanced skills.

- ***Training supports for degrees and credentials recognized by the profession.***

  As funds may become available they should be targeted to pay the cost for training; they should strengthen career ladder training that leads to college-based degrees, state-awarded certification, and/or national credentials. There is growing consensus in the field that this is the direction to take with training dollars for the early childhood workforce.

- ***State mandates for trained staff in licensed child care.***

  This is a timely goal given the growing body of evidence that suggests that formal teacher preparation results in developmental benefits for children. Regulatory bodies in all of the states should increase staff qualifications by requiring, at minimum, the CDA or its equivalent. Further, the CDA credential is within reach of caregivers in all the states, through the CDA P_3 and a diverse network of training arrangements under the auspices of employers, many in collaboration with higher education institutions.

In addition to policy supports, we recommend that future research targeting CDAs should include:

- a study that is buttressed by a comparable population of non-CDAs. The focus of such a study would be to determine in what ways obtaining the CDA credential differentiates the CDA from other child care workers.
- a study that would shed light on how to strengthen connecting CDAs to early childhood training. Such a study might explore in greater detail the following:
  - a) the types of early childhood training programs available to the pre-credentialed child care worker,
  - b) how postsecondary educational institutions (2-year colleges, 4-year colleges, vocational-technical training schools) are responding to the increased demand for early childhood training by child care workers, and,
  - c) how pre-credentialed caregivers can most easily access early childhood training-- in the community? on the job? on college campuses?

The results of this third national CDA data report show consistent levels of improvement for those who seek the CDA Credential, in terms of education, promotion potential and salary enhancement. However, the public and the early childhood profession must continue their work to demand and make possible even greater benefits and rewards for those who obtain the Child Development Associate Credential, and others who choose to work with young children.

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APPENDIX A

THE CDA ASSESSMENT SYSTEM: *DIRECT ROUTE*

A CDA assessment is the process by which a caregiver's competence is evaluated by the Council for Early Childhood Professional Recognition (the Council). In preparation for assessment, the Candidate documents her/his skill in relation to the CDA Competency Standards. Five components make up the documentation:

1. Professional Resource File
2. Parent Opinion Questionnaires
3. Formal Observation
4. Early Childhood Studies Review
5. Oral Interview

The results are submitted to the Council for review by a committee who makes the decision whether to award the CDA Credential to the Candidate.

Stages of Assessment

There are six stages in the CDA assessment system. They are: 1) inquiry; 2) collection of documentation by the Candidate; 3) application; 4) verification visit by the Council Representative; 5) Credential award; and 6) Credential Renewal.

Eligibility

CDA Candidates must meet and verify the following criteria:

1. Be 18 years or older;
2. Hold a high school diploma or equivalent;
3. Have 480 hours of experience working with children within the past five years;
4. Have 120 hours of formal child care education and training within the past five years.

The formal education requirements may be met through participation in a wide variety of training settings, including inservice and on-the-job experiences. Candidates must document a total of 120 clock hours of no fewer than 10 hours in 8 content areas.

Collection of Documentation by the Candidate

The Candidate chooses an early childhood professional--an Advisor--to collect information about the Candidate's work with young children. The Advisor conducts a formal observation, using the CDA Observation Instrument.

The Candidate distributes and collects Parent Opinion Questionnaires to determine parents' opinion of his or her work with children.

The Candidate also prepares a Professional Resource File which contains an autobiographical statement, written examples of her or his competence in each of the six CDA Competency Areas, and a collection of resource materials.

Application

When the collection of documentation is complete, the Candidate and Advisor sign the Direct Assessment Application form, which the Candidate sends to the Council with the assessment fee.

Verification Visit by the Council Representative

The Council assigns a specially trained early childhood professional to administer a written examination of knowledge of good practices--the Early Childhood Studies Review. This person will conduct an oral interview with the Candidate and check the Professional Resource File, the Formal Observation, and Parent Opinion Questionnaires.

At the conclusion of the verification visit, the Council Representative will send the results to the Council in Washington, D.C.

Credential Award

A committee of the Council conducts a review of the Candidate's documentation of competence and makes a decision regarding credential award. If a Credential is awarded, the official Credential is sent to the new Child Development Associate. If the committee decides the Candidate needs more training, the Council notifies the Candidate and informs her/his of appeal procedures and other subsequent options.

Renewal

A CDA Credential is valid for 3 years from the date of award, after which it may be renewed for five-year periods. CDAs may renew their Credential only for the original setting, age-level endorsement, and specialization. A Credential for a different setting, endorsement, or added specialization can be earned only through a new assessment.

The CDA Professional Preparation Program (CDA P_3)

The CDA Professional Preparation Program (CDA P_3) is a three-phase, integrated study and hands-on training experience that prepares the Candidate for becoming a CDA. It is an intensive professional preparation experience deliverable as either pre-employment preparation or as an in-service training program for pre-credentialed personnel.

Guided by the expertise of a CDA Field Advisor approved by the Council, Candidates in the program study on their own in center or family child care programs for young children during two of the three phases. Appropriate field settings include programs such as Head Start, child care centers, private pre-schools, family child care homes, and others, particularly those that comply with the accreditation criteria of the National Academy of Early Childhood Programs (NAEYC) and the National Association of Family Child Care (NAFCC).

Candidates also participate in instructional seminars that are conveniently located in their communities. These seminars provide further in-depth professional experience in which Candidates build networks and expand their knowledge about professional practice in early childhood education. Given the diverse backgrounds and situations of caregivers, seminars are designed to be flexible in methods of instruction, scheduling, and location.

The CDA P_3 curriculum, *Essentials*, emphasizes the application of knowledge to practice. It includes goals and objectives, strategies for achieving the goals, training resources, and assessment instructions and procedures. Its core content is based on the CDA Competency Goals and covers work with infants and toddlers, and preschool-aged children in group care settings. In addition, Candidates may elect to work toward a CDA Bilingual Specialization.

Designed to be completed in one year, the CDA P_3 requires approximately 480 clock hours of field experience and 120 hours of seminar instruction. Additional time is required for weekly interaction with the Field Advisor and for preparation for final assessment.

Students organize and practice a cohesive set of practical skills while working with young children during the Final Evaluation phase. Guided by the Field Advisor, each participant completes a final series of exercises designed to demonstrate the skills required to become a CDA. Finally, a CDA Representative conducts the verification visit and submits the assessment materials for review. Candidates who successfully complete all three phases will receive the Child Development (CDA) Credential.

APPENDIX B

1994 NATIONAL SURVEY OF CDAs

Dear CDA:

Congratulations on becoming a CDA! I invite your participation in the first national survey of CDAs since 1988.

As the Council works to increase the professional status of the CDA Credential, we are often asked what benefits come to those who become CDAs? We think that you are the best group to tell us, and ask that you please take 10 minutes to complete this questionnaire and return it no later than *December 17, 1993.* The information that you share will help us as we plan activities to enhance the future of early childhood education professionals.

Again, congratulations on your achievement as a CDA and thank you for your help.

Sincerely,

Carol Brunson Phillips

Carol Brunson Phillips, Ph.D.
Executive Director
Council for Early Childhood Professional Recognition

INSTRUCTIONS: We are interested in describing CDAs both at the time they received their Credential and at the present. Please read and answer all the questions in each section. Note that most questions ask you to check the appropriate response or fill in the blank.

BACKGROUND INFORMATION

1. Please indicate the year you were awarded your credential:
   a. 1989_____ b. 1990_____ c. 1991_____ d. 1992_____ e. 1993_____

2. Setting endorsement that you earned:
   a. Preschool_____ b. Infant/Toddler_____ c. Home Visitor_____ d. Family Day Care_____

3. Have you renewed your credential? Yes_____ No_____ 4. If so, what year?_____

5. Bilingual specialization: Yes_____ No_____

6. Monolingual/Spanish: Yes_____ No_____

7. Your age when credentialed:
   a. 18-20_____ b. 21-25_____ c. 26-30_____ d. 31-35_____ e. 36-40_____ f. 41-45_____
   g. 46-50_____ h. 51-55_____ i. 56-60_____ j. 61+_____

8. Ethnic origin:
   a. American Indian_____ b. Asian_____ c. Black_____ d. Eskimo_____ e. White_____
   f. Latin American/Hispanic_____ g. Other_____

9. Sex: Female_____ Male_____

10. State you presently reside in: _____

11. Were you ever a Head Start parent? Yes_____ No_____

12. If yes, was it in the same program where you worked at the time the credential was earned? Yes_____ No_____

EDUCATION AND EXPERIENCE: *(At the time you earned your CDA)*

13. ***Years of experience in child care:***
    a. 0-5_____ b. 6-10_____ c. 11-15_____
    d. 16-20_____ e. 20+_____

14. ***Educational background:***
    a. Less than high school_____
    b. 1-2 years high school_____
    c. 3-4 years high school_____
    d. High school diploma or GED_____
    e. Some college_____
    f. Two year college degree_____
    g. Four year college degree_____
    h. Graduate degree_____

15. ***Degree major:***
    a. Early childhood education_____
    b. Child development_____
    Other (*list major:*_____)

16. ***Type of setting:***
    a. Center-based day care (*non-Head Start*)_____
    b. Head Start (*center-based*)_____
    c. Head Start (*family day care*)_____
    d. Head Start Home Visitor_____
    e. Preschool (*half-day*)_____
    f. Family Day Care Home_____
    g. Head Start American Indian Program_____
    h. Head Start Migrant Program_____
    i. Military: *Army*_____ j. *Air Force*_____
    k. *Marine Corps*_____ l. *Navy*_____
    m. *Other Military*_____
    n. Other (*state setting:*)_____

17. ***Position you held:***
    a. Volunteer and/or parent_____
    b. Assistant Teacher/Aide_____
    c. Classroom Teacher_____
    d. Home Visitor_____
    e. Education Supervisor/Coordinator_____
    f. Program/Center Director_____
    g. Family Day Care Home Operator_____
    h. Student Teacher_____
    Other: _____

18. ***Salary*: (At time you earned your CDA)**
    a. under $10,000_____
    b. $10,000-under 15,000_____
    c. 15,000-under 20,000_____
    d. $20,000-under 25,000_____
    e. $25,000-under 30,000_____
    f. $30,000-under 35,000_____
    g. $35,000+_____

19. How many hours did you work each week?_____
20. How many months per year?_____

CURRENT INFORMATION

21. ***Years of experience in child care:***
    a. 0-5_____ b. 6-10_____ c. 11-15_____
    d. 16-20_____ e. 20+_____

22. ***Educational background:***
    a. Less than high school_____
    b. 1-2 years high school_____
    c. 3-4 years high school_____
    d. High school diploma or GED_____
    e. Some college_____
    f. Two year college degree_____
    g. Four year college degree_____
    h. Graduate degree_____

23. ***Degree major:***
    a. Early childhood education_____
    b. Child development_____
    Other (*list major:* _____)

24. ***Type of setting now:***
    a. Center-based day care (*non-Head Start*)_____
    b. Head Start (*center-based*)_____
    c. Head Start (*family day care*)_____
    d. Head Start Home Visitor_____
    e. Preschool (*half-day*)_____
    f. Family Day Care Home_____
    g. Head Start American Indian Program_____
    h. Head Start Migrant Program_____
    i. Military: *Army*_____ j. *Air Force*_____
    k. *Marine Corps*_____ l. *Navy*_____
    m. *Other Military*_____
    n. Not in child care field_____
    Other:_____

25. ***Position you now hold:***
    a. Volunteer and/or parent_____
    b. Assistant Teacher/Aide_____
    c. Classroom Teacher_____
    d. Home Visitor_____
    e. Education Supervisor/Coordinator_____
    f. Program/Center Director/Owner_____
    g. Day Care Home Operator_____
    h. Not in child care_____
    i. Other:_____

26. Are you supervising other Early Childhood Education personnel? Yes_____ No_____

27. If yes, how many?
    a. 1-2_____ b. 3-5_____ c. 5+_____

BEST COPY AVAILABLE

(28-36) Professional early childhood associations you were a member of:

28. None_____
29. National Head Start Association (*NHSA or state or local affiliate*)_____
30. National Association for the Education of Young Children (*NAEYC or local affiliate*)_____
31. Southern Early Childhood Association (*SECA or local affiliate*)_____
32. National Black Child Development Institute (*NBCDI*)_____
33. Association for Childhood Education International (*ACEI*)_____
34. National Association for Bilingual Education (*NABE*)_____
35. National Associaton of Family Day Care (*NAFDC*)_____

(37-45) Professional early childhood associations you currently belong to:

37. None_____
38. National Head Start Association (*NHSA or state or local affiliate*)_____
39. National Association for the Education of Young Children (*NAEYC or local affiliate*)_____
40. Southern Early Childhood Association (*SECA or local affiliate*)_____
41. National Black Child Development Institute (*NBCDI*)_____
42. Association for Childhood Education International (*ACEI*)_____
43. National Association for Bilingual Education (*NABE*)_____
44. National Association of Family Day Care (*NAFDC*)_____
45. Other_____

TRAINING FOR CDA

(46-50) Type of CDA training: (*check as many as apply*)

46. Credit or non-credit courses_____
47. CDA P_3 (*Council Professional Preparation Program*)_____
48. Employer-sponsored training_____
49. Pre- or in-service training_____
50. Other_____

51. Did you pay for any portion of your CDA training? Yes_____ No _____

(52-59) Where did you receive your CDA training? (*check as many as apply*)

52. University_____
53. Community college_____
54. Vocational/Technical school_____
55. Early childhood organization or agency (*non-Head Start*)_____
56. Head Start_____
57. Outside consultant_____
58. Workshops in community_____
59. Other_____

60. Were you awarded any college credits--transferable to associate or bachelor's degree--for obtaining your CDA credential? Yes_____ No_____

SALARY/POSITION INCREASE AFTER RECEIVING YOUR CDA CREDENTIAL

61. What is your current salary? _____

62. Did you receive any salary increase as a direct result of having earned the CDA credential? Yes_____ No_____

63. If yes, check the appropriate range of annual salary increase: a. Below $100_____ b. $100-500_____
c. $501-1000_____ d. $1001-1500_____ e. $1501-2000_____ f. $2000+_____

64. How long after receiving your CDA did you receive your salary increase?
a. As soon as credential was awarded_____ b. At the beginning of the next school year _____
c. Other_____

65. Received with the same employer? Yes_____ No_____

66. How many hours per week do you work? _____

67. How many months per year do you work?_____

68. Were you promoted after receiving your CDA? Yes_____ No_____

69. Was this position with the same employer? Yes_____ No_____

70. How long after receiving your CDA were you offered this position?
a. 1 year_____ b. 2 years_____ c. 3 years+_____

(*71-78*) If you are no longer employed in the child care field, please indicate the reason(s) why you left the field: (*Check as many as apply*)

71. Lack of benefits_____ 72. Low salary_____ 73. Burned out_____ 74. Personal health_____
75. Family changes_____ 76. No promotion possibilities_____ 77. Not interested in field anymore_____
78. Other_____

Thank you for completing this survey.

Child Development Associate
CDA
National Credentialing Program

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1341 G Street, N.W.
Suite 400
Washington, DC 20005-3105

To return your questionnaire, carefully fold it on the dotted lines, and tape or staple closed. All three sides must be secured or the Postal Service may not process the piece. ***Class of '89, '90, '91, '92*** -- beat the record from the 1988 CDA Survey. Be sure to return your questionnaire by ***December 17, 1993***. Remind other CDAs to send in theirs. ***Make sure you are included in the 1994 National CDA Profile***!

APPENDIX C

NATIONAL SURVEY OF CDA'S

Dear CDA,

Congratulations on becoming a CDA. I invite your participation in the first national survey of CDAs since 1983.

As the Council works to increase the professional status of the CDA Credential, we are often asked what benefits come to those who become CDAs? We think that you are the best group to tell us, and ask that you please complete this questionnaire and return it at your earliest convenience. The information that you share will help as we plan activities to enhance the future of early childhood education professionals.

Again, congratulations on your achievement as a CDA and thank you for your help.

Sincerely,

Carol B. Phillips

Carol B. Phillips, Ph.D.
Executive Director
Council for Early Childhood Professional Recognition

INSTRUCTIONS: WE ARE INTERESTED IN DESCRIBING CDA'S BOTH AT THE TIME THEY RECEIVED THEIR CREDENTIAL AND AT PRESENT.

THERE ARE FOUR SECTIONS TO THIS SURVEY. PLEASE READ AND ANSWER ALL THE QUESTIONS IN EACH SECTION. PLEASE NOTE THAT MOST QUESTIONS ASK YOU TO CHECK THE APPROPRIATE RESPONSE OR FILL IN THE BLANK.

BACKGROUND INFORMATION

(1) The year you were awarded your credential:
1985 ___ 1986 ___ 1987 ___ 1988 ___

(2) Setting endorsement that you earned:
Preschool ___ Infant/Toddler ___ Home Visitor ___ Family Day Care ___

(3) Bilingual specialization: Yes ___ No ___

(4) Your age when credentialed:
18-20 ___ 21-25 ___ 26-30 ___ 31-35 ___ 36-40 ___ 41-45 ___
46-49 ___ 51-55 ___ 56-60 ___ 61+ ___

(5) Ethnic Origin:
White ___ Black ___ Asian ___ Hispanic ___ Eskimo ___ Am. Indian ___

(6) Sex:
Female ___ Male ___

(7) State you presently live in: _____

(8) Were you ever a Head Start parent? Yes ___ No ___

(9) In the same program where you worked? Yes ___ No ___

EDUCATION AND EXPERIENCE

AT THE TIME YOU EARNED YOUR CDA

(10) Years of experience in child care

0-5 ___ 6-10 ___ 11-15 ___

16-20 ___ 20+ ___

(11) Educational Background

___ Less than high school
___ 1-2 years High School
___ 3-4 years High School
___ High School diploma or GED
___ Some College
___ Two year college degree
___ Four year college degree
___ Graduate degree

(12) Degree major

___ Early childhood education
___ Child development
Other academic major _____

(13) Type of Setting

___ Day care (non-Head Start)
___ Head Start (center-based)
___ Head Start (home-based)
___ Preschool(half-day)
___ Family Day Care Home
Other: _____

(14) Position you held

___ Volunteer and/or parent
___ Assistant Teacher/Aide
___ Classroom Teacher
___ Home Visitor
___ Education Supv/Coor
___ Program/Center Director
___ Day Care Home Operator
___ Student teacher
Other: _____

WHAT YOU ARE CURRENTLY

(15) Years of experience in child care

0-5 ___ 6-10 ___

11-15 ___ 16-20 ___ 20+ ___

(16) Educational Background

___ Less than high school
___ 1-2 years High School
___ 3-4 years High School
___ High School diploma or GED
___ Some College
___ Two year college degree
___ Four year college degree
___ Graduate degree

(17) Degree major

___ Early childhood education
___ Child development
Other academic major _____

(18) Type of Setting now

___ Day Care (non-Head Start)
___ Head Start (center-based)
___ Head Start (home-based)
___ Preschool(half-day)
___ Family Day Care Home
___ Not in child care field
Other: _____

(19) Position you now hold

___ Volunteer and/or parent
___ Assistant Teacher/Aide
___ Classroom Teacher
___ Home Visitor
___ Education Supv/Coor
___ Program/Center Director
___ Day Care Home Operator
___ Not in child care
Other: _____

(20) Are you supervising other ECE personnel?
Yes ___ No ___

(21) If yes, how many? 1-2 ___ 3-5 ___ 5+ ___

TRAINING FOR CDA

(22) Did your employer pay all or part of the cost of your training? Yes ___ No ___

(23) Did your employer pay all or part of the cost of your registration/assessment fee? Yes ___ No ___

(24) Did another group pay all or part of the cost of your registration/assessment fee? Yes ___ No ___

(25) If yes, who: Family member___ State scholarship___ Club___ Church group ___
ECE association ___ Other: _____

(26) Where did you receive your CDA training? (check as many as apply)
Workshops in community ___ Local college ___ Trainer on site ___
Outside consultant ___ Other: _____

. . . . . .

SALARY/POSITION INCREASES AFTER RECEIVING YOUR CDA CREDENTIAL

(27) Did you receive any salary increases as a direct result of having earned the CDA Credential?
Yes ___ No ___

(28) If yes, check the appropriate range of annual salary increase:
Below $100___ $100-500___ $501-1000___ $1001-1500___ $1501-2000___ $2001 + ___

(29) How long after receiving your CDA did you receive your salary increase:
At the beginning of the next school year ___ As soon as credential was awarded ___
Other: _____

(30-33) Did you receive any increases in fringe benefits after receiving your CDA:
(30) vacation leave Yes ___ No ___ (32) sick leave Yes ___ No ___
(31) medical/hospitalization Yes ___ No ___ (33) retirement Yes ___ No ___

(34) Did you become eligible for a better position after receiving your CDA? Yes ___ No ___

(35) If yes, check the title nearest to that of your new position:
Director ___ Educational Coordinator ___ Teacher ___ Assistant Teacher ___
Other: _____

(36) Was this position with the same employer? Yes ___ No ___

(37) How long after receiving your CDA were you offered this position?
one year ___ two years ___ three years + ___

(38-44) If you are no longer employed in the child care field, please check the reason(s) why you left the field
(38) ___ Lack of benefits
(39) ___ Low salary
(40) ___ Burned out
(41) ___ Personal health
(42) ___ Family changes
(43) ___ No promotion possibilities
(44) ___ Not interested in field anymore
Other: _____

THE 1988

CDA NATIONAL SURVEY

RESULTS

Council for Early Childhood Professional Recognition
1718 Connecticut Avenue, N.W.
Suite 500
Washington, D.C. 20009
(202) 265-9090

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Released March 1990

INTRODUCTION

Initiated in 1971, the Child Development Associate National Credentialing Program is a major national effort to evaluate and improve the skills of caregivers in center-based, family day care, and home visitor programs. A Child Development Associate, or CDA, is a person who has demonstrated competence in caring for young children and their parents during an assessment conducted by the CDA National Credentialing Program. Competent caregivers are awarded the Child Development Associate Credential.

The first CDA credential was issued in 1975. Today, hundreds of thousands of children in the United States are being cared for by Child Development Associates and approximately 33000 CDAs have been credentialed. They work in a variety of preschool settings in every state and the U.S. territories of Guam, Puerto Rico and the Virgin Islands. The CDA credential is also listed as a qualification for teaching staff and/or directors in child care regulations in 42 states and the District of Columbia.

Although not usually responsible for overseeing a total center program, CDAs are responsible for a group or classroom of children within a center or home, or a group of families and their children in a home visitor program. The quality of care they provide is an essential ingredient in the overall quality of the CDA program, whose primary goal is to increase the caregiver's ability to meet the specific needs of children and to work with parents and other staff to nurture children's development.

By 1983, nearly 12,000 CDA Credentials had been awarded, yet there existed little empirical data about the CDA constituency. Indeed little was known about the program outside the Head Start community. Therefore the CDA National Credentialing Program, which was then managed by Bank Street College of Education, launched a two-fold data collection effort: 1) The National Survey of CDAs, and 2) A Call for Anecdotal Reports from CDAs.

The survey was mailed to a random sample of 1,200 CDAs. A letter was also sent to 10,800 CDAs requesting personal stories about the CDA experience. A 46% response rate (489 CDAs) was received to the survey questionnaire and approximately 600 letters were returned from CDAs describing their personal and professional lives and the manner in which obtaining a CDA had affected them.

A summary report was released in 1985, entitled: "CDAs Speak: Major Findings of the National Survey of CDAs." This report provided data relevant to several questions and concerns about the more than 12,000 Child Development Associates:

1) What are the characteristics of CDAs along such basic dimensions as prior work experience, personal characteristics, positions held, and their involvement in the professional community?

2) Do CDAs get promoted?

3) Do CDAs get wage increases?

4) Do CDAs continue their education?

From the 489 CDAs responding to the survey questions and the 600 personal letters received, the study concluded:

- CDAs had a mean level of 7.7 years of experience working with young children;
- 76.5% had some college (28.9% had a two-year degree or better);
- CDAs are overwhelmingly female (98.8%) with an average age of 38 years at the time of credential award.
- CDAs represent a variety of ethnic groups with a slight majority being white (55.4%);
- Most CDAs (79.7%) work in Head Start programs.
- Over half (55.1%) of the CDAs are classroom teachers; 43.9% were in programs with more than 50 children.
- At the time of credential award, 53.1% of the CDAs were members of an early

childhood professional organization; typically the National Association for the Education of Young Children (NAEYC).

- Approximately 40% of the CDAs received an increase in salary; 31% received a change in title or responsibility as a direct result of the credential award.

Even more positively, the personal letters from the 1983 research effort found that CDAs indicated heightened ability and confidence in working with young children along with the needed incentive and motivation to pursue other educational goals. Obtaining the CDA credential influenced 93% of the CDAs to continue their education.

Table 1

THE EFFECT OF CDA ON THE PROFESSIONAL DEVELOPMENT OF THE CAREGIVER

Item	Response	Percent
CDA Influenced them to continue education	Yes	93.0%
	No	7.0
Followed up on suggestions on Profile	Yes	95.3%
	No	4.7
Feel more part of the professional community	Yes	93.0%
	No	7.0
CDA influenced them to join a professional organization	Yes	27.1%
	No	72.9
Received an increase in salary	Yes	39.7%
	No	60.3
Received a change in title or responsibility	Yes	31.1%
	No	68.9

Source: "CDAs Speak: Major Findings of the National Survey of CDAs, 1983." CDA National Credentialing Program, April 1985.

THE 1988 CDA NATIONAL SURVEY REPORT

As the CDA program enters the last decade of the 20th century, it remains important to keep policymakers and the public abreast of the impact of the CDA National Credentialing effort and provide an updated view of the constituency the program serves. With this goal in mind, the Council for Early Childhood Professional Recognition launched another research effort in the fall of 1988. Using the population pool between the time of the first survey in 1983 and 1988 (15,215 CDAs), a questionnaire with a brief cover letter was mailed to 11,000 CDAs (3% of them were renewals). There was a 37% response rate (4,081) to a 44-item, multiple choice questionnaire. The questionnaire covered four broad categories: 1) Background Information; 2) Education and Experience; 3) Training for CDA and 4) Salary/Position Increases After Receiving the CDA Credential.

BACKGROUND

As in the 1983 survey, it was found that CDAs are overwhelmingly mature females (98.0), with an average age of 38 years at time of credential award. A variety of ethnic groups still compose the CDA population, with the majority continuing to be white (53.1%). See Table 2 below.

Table 2

PERSONAL CHARACTERISTICS OF CDAs

AGE	18-25	(7%)
	26-35	(37%)
	36-40	(19%)
	41-50	(23%)
SEX	Male	(2%)
	Female	(98%)
ETHNIC BACKGROUND	White	(53%)
	Black	(34%)
	Hispanic	(9%)
	Am. Indian	(2%)
	Asian	(1%)

CDAs also work in a range of preschool settings: 80% in Head Start programs, center-based or home-based; 43% had been parents in Head Start programs; 9% in day care, 7% half-day care; and 4% are in family day care.

EDUCATION AND EXPERIENCE

CDAs are generally well-educated (See Figure 1). In 1983, CDAs had a mean level of 7.7 years of experience working with young children and 76.5% had attended college. Of those that said they attended college (28.9%) indicated they had a two-year degree or better. In 1988, when credentialed, 51% had some college and 27% had obtained an Associate's, Bachelor's or a graduate degree. A significant number (63%) had worked with young children for more than five (5) years, with 30% having over ten (10) years of experience in child care settings.

FIGURE 1

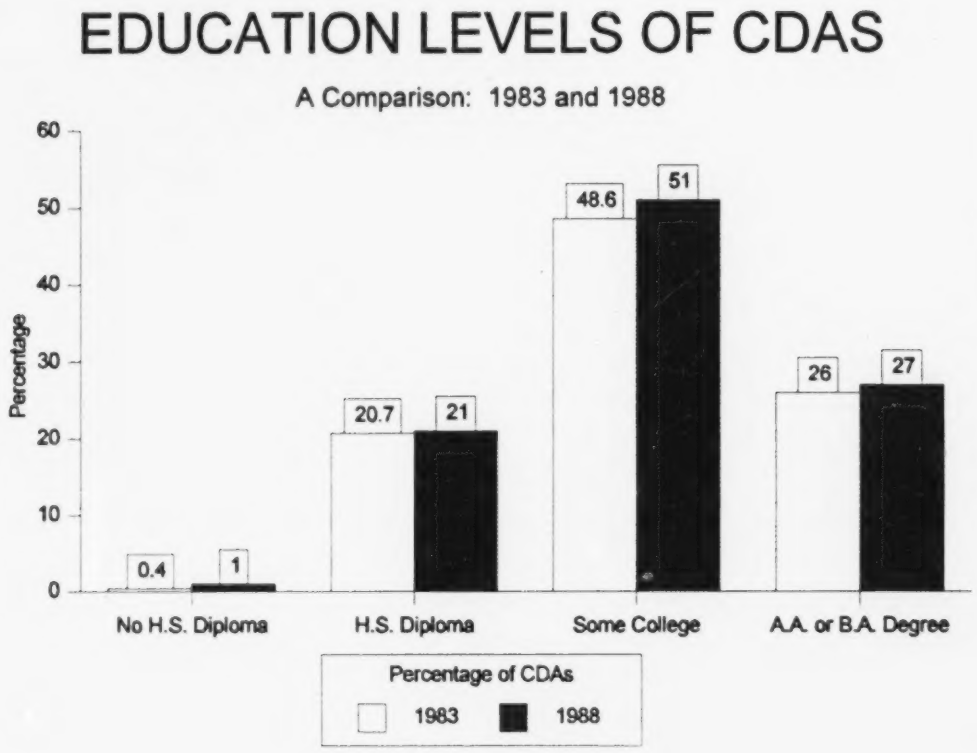

EDUCATION LEVELS OF CDAS
A Comparison: 1983 and 1988
Percentage
60
50
40
30
20
10
0
0.4
1
20.7
21
48.6
51
26
27
No H.S. Diploma
H.S. Diploma
Some College
A.A. or B.A. Degree
Percentage of CDAs
1983
1988

FIGURE 2

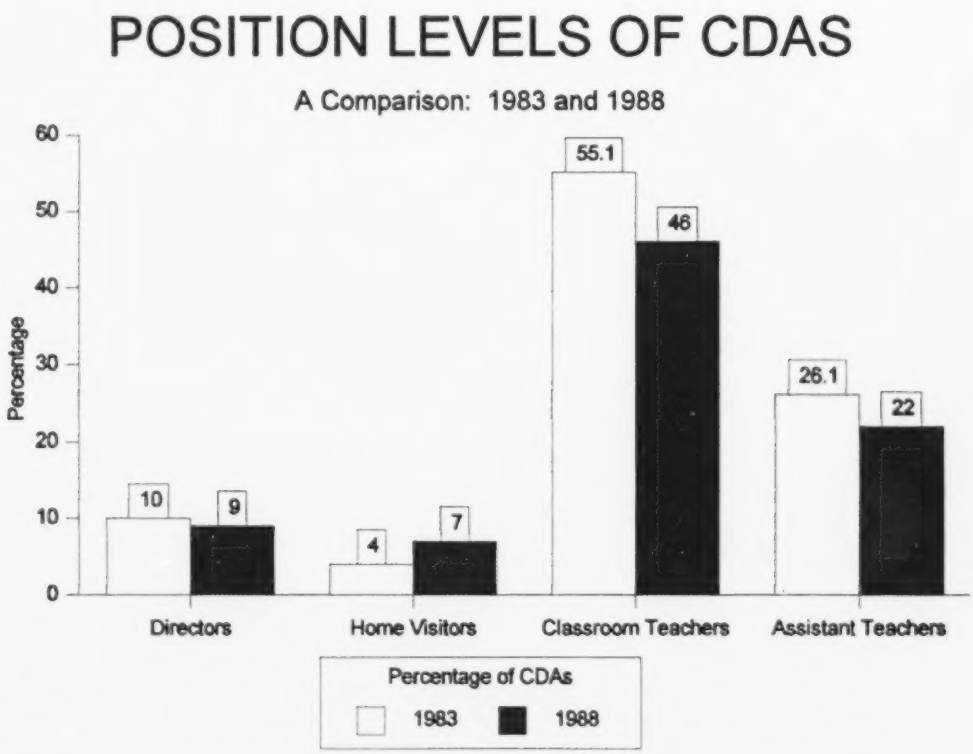
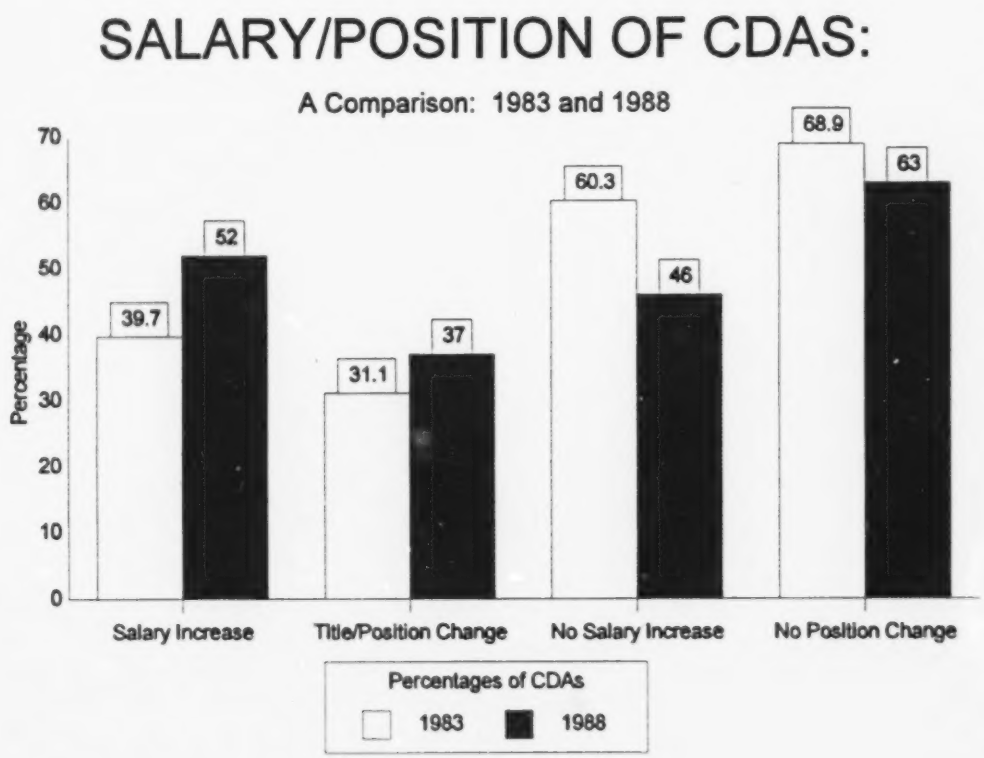

POSITION LEVELS OF CDAS
A Comparison: 1983 and 1988
Percentage
60
50
40
30
20
10
0
10
9
4
7
55.1
46
26.1
22
Directors
Home Visitors
Classroom Teachers
Assistant Teachers
Percentage of CDAs
1983
1988

FIGURE 3


SALARY/POSITION OF CDAS:
A Comparison: 1983 and 1988
Percentage
70
60
50
40
30
20
10
0
39.7
52
31.1
37
60.3
46
68.9
63
Salary Increase
Title/Position Change
No Salary Increase
No Position Change
Percentages of CDAs
1983
1988

TRAINING FOR CDA

The Administration for Children, Youth and Families' Head Start Bureau initiated the national CDA effort in 1971 and continues to provide the impetus and much of the financial support for CDA training. Consequently, nearly 80% of the survey respondents both in 1983 and 1988 worked for Head Start at the time of credential award. In fact, 43% of the 4,081 respondents had also been a Head Start parent and 35% of that group had been a Head Start parent in the same program where they worked.

At the time of the 1983 survey, information was not sought on how CDAs received assistance in paying for the cost of their training. This category was included, however, in the 1988 survey. The findings indicate that CDAs receive considerable support from their employers and the community. The data revealed that most (82%) had employers who paid all or part of the cost of their CDA training; 78% had employers who paid all or part of the registration/assessment fee, and 18% had their fees paid through state scholarships.

CDA training was received through multiple sources, with the highest number (63%) from their center sites; 27% received training through a local college; 21% through workshops in the community, and 21% from an outside consultant.

SALARY/POSITION CHANGES

In Figure 2 we find that most CDAs teach (63*%), with 46% serving as classroom teachers and 22% as assistant teachers. Despite the relatively high level of training and education of CDAs, the remuneration CDAs receive for their work with young children is low--no different from the general profile of the child care work force. The 1988 survey data indicates, however, somewhat of an upward trend in terms of impact which the CDA has on salary/position change. In 1983, only 40% of the respondents said they had received a salary

increase after becoming credentialed, while in 1988, 52% received a salary increase as a direct result of having earned the CDA credential (See Figure 3). The increases are minimal, however, with 43% receiving less than $100 annually, and only 20% receiving increases over $500 per year.

Position increases also show slight change since 1983. Slightly more than 31% received a change in title or responsibility in the 1983 survey, whereas 37% became eligible for a better position in 1988 (See Figure 3). Of that total, 64% accepted positions as Teachers and 14% obtained administrative positions such as Director, Assistant Director or Center Administrator. Seventy-five(75%) were offered a better position within one year of receiving their credential. It appears that the act of obtaining a CDA in itself provided the leverage needed (in addition to education and experience) to move from an aide or assistant to one as Teacher, Lead Teacher, or Program Director.

When questioned about their current work positions, an interesting trend occurs. Although most major studies of annual turnover rates among staff show figures around 40%, a large majority of these CDAs (96%) were still working directly in programs for young children [up to 3 years after becoming CDAs]. Since the percentage among non-respondents may possibly be higher, future study is needed before interpreting these data.

CONCLUSION

While growth trends in status and recognition for CDAs are evident between the 1983 and 1988 survey data, it remains apparent that the problems of the child care work force at large for greater status, recognition, salaries and promotion potential -- in line with the rest of the professional labor force -- also affect the CDA community.

APPENDIX D

CDA SURVEY

INSTRUCTIONS

There are four sections to this survey. Please read and answer all the questions in each section. Please note that most questions ask you to circle the appropriate response or fill in a blank. Some questions ask for an explanation. If there is additional information that you would like to provide, please attach it to this sheet.

SECTION A - WE ARE INTERESTED IN DESCRIBING CDAs AT THE TIME THEY RECEIVED THE CREDENTIAL. YOUR ANSWERS TO THE QUESTIONS IN THIS SECTION WILL PROVIDE US WITH BACKGROUND ON CDAs AT THE TIME OF CREDENTIAL AWARD.

1. In which year did you receive your CDA Credential? _____

2. At the time you received your CDA Credential, how many years of experience did you have working with young children?
   _____ years of experience

3. What was your educational background at the time you earned your CDA Credential?
   a. Less than high school
   b. Some high school
   c. High school diploma or GED
   d. Some college: _____ years of college
   e. 2 year college degree
   f. 4 year college degree
   g. Graduate degree

4. At the time you earned your CDA Credential, in which type of preschool program were you working?
   a. Head Start (center based)
   b. Head Start (home based)
   c. Day Care (non-Head Start)
   d. Nursery School (half day)
   e. Kindergarten
   f. Other, please specify _____

5. At the time you earned your CDA Credential, what was the geographic location of the preschool program?
   a. Rural
   b. Suburban
   c. Urban

6. At the time you earned your CDA Credential, approximately how many children were in the preschool program? (Center not classroom)
   a. 25 or less children
   b. 26-50 children
   c. More than 50 children

7. What was your position at the preschool at the time you earned your CDA Credential?
   a. Volunteer and/or Parent
   b. Assistant Teacher/Aide
   c. Classroom Teacher
   d. Home Visitor
   e. Education Supervisor/Coordinator
   f. Program/Center Director
   g. Other, please specify _____

8. At the time you received your CDA Credential, which professional early childhood associations, if any, did you belong to? (Circle all answers that apply)
   a. None
   b. National Head Start Association (NHSA or state or local affiliate)
   c. National Association for the Education of Young Children (NAEYC or local affiliate)
   d. Southern Association on Children Under Six (SACUS or local affiliate)
   e. National Black Child Development Institute (NBCDI)
   f. Association for Childhood Education International (ACEI)
   g. Other, please specify _____

SECTION B - WE ARE INTERESTED IN DESCRIBING CDAs TODAY. YOUR ANSWERS TO THE QUESTIONS IN THIS SECTION WILL PROVIDE US INFORMATION ON THE CURRENT PROFESSIONAL STATUS OF CDAs.

9. Are you still working directly with young children?
   a. Yes
   b. No

10. How many total years of experience do you now have in working with young children? _____ years of experience

11. What is your current educational background?
   a. Less than high school
   b. Some high school
   c. High school diploma or GED
   d. Some college: _____ years of college
   e. 2 year college degree
   f. 4 year college degree
   g. Graduate degree

12. In which type of preschool program, if any, are you currently working?
   a. Head Start (center based)
   b. Head Start (home based)
   c. Day Care (non-Head Start)
   d. Nursery School (half day)
   e. Kindergarten
   f. Other, please specify _____
   g. Not working in preschool

13. What is your current position?
   a. Volunteer and/or Parent
   b. Assistant Teacher
   c. Classroom Teacher
   d. Home Visitor

e. Education Supervisor/Coordinator
f. Program/Center Director
g. Other, please specify _____
h. Not working in preschool

14. Which professional early childhood associations, if any, do you currently belong to? (Circle all answers that apply.)
a None
b. National Head Start Association (NHSA or state or local affiliate)
c. National Association for the Education of Young Children (NAEYC or local affiliate)
d. Southern Association on Children Under Six (SACUS or local affiliate)
e. National Black Child Development Institute (NBCDI)
f. Association for Childhood Education International (ACEI)
g. Other, please specify _____

SECTION C - WE ARE INTERESTED IN DESCRIBING THE EFFECT OF THE CDA EXPERIENCE ON PEOPLE'S LIVES. YOUR ANSWERS TO THE QUESTIONS IN THIS SECTION WILL PROVIDE US WITH INFORMATION ON THE EFFECT OF THE CDA EXPERIENCE ON THE PERSONAL AND PROFESSIONAL GROWTH OF CDAs.

15. What was the most important reason that influenced your decision to become a CDA? (Circle only one.)
a. I wanted to improve my ability to work with young children.
b. My supervisor encouraged me.
c. I wanted the credential to demonstrate I was competent.
d. I needed the credential to keep my job.
e. If I got a CDA Credential, I would qualify for an increase in salary or additional responsibilities.
f. My friends/co-workers encouraged me.
g. Other, please specify _____

16. In what ways, if any, did becoming a CDA affect your own self-concept or confidence? Briefly explain _____
_____
_____

17. In what ways, if any, did becoming a CDA affect the way you work with young children? Briefly explain _____
_____
_____

18. In what ways, if any, did becoming a CDA affect the way you work with parents? Briefly explain _____
_____
_____

19. In what ways, if any, did becoming a CDA affect the way you work with other staff members? Briefly explain _____
_____
_____

20. In what ways, if any, did becoming a CDA affect the way you care for your own children? Briefly explain _____
_____
_____

21. Did becoming a CDA make you feel more a part of the professional early childhood community?
    a. Yes
    b. No

22. Did becoming a CDA influence you to continue your education?
    a. Yes
    b. No

23. Have you followed up on any of the suggestions listed on the profile that was developed during your LAT meeting?
    a. Yes
    b. No

24. If you belong to a professional early childhood association, did obtaining the CDA Credential influence your decision to join?
    a. Yes
    b. No

25. When you became a CDA, were you given an increase in salary?
    a. Yes
    b. No

26. If you were given an increase in salary, approximately how much more per week did you receive?_____

27. By becoming a CDA, were you given an increase in responsibilities or a change in title?
    a. Yes
    b. No

28. If you changed employers, did the CDA Credential help you obtain a job working with young children?
    a. Yes
    b. No
    c. I did not change employers.

SECTION D - WE ARE INTERESTED IN DESCRIBING THE PERSONAL CHARACTERISTICS OF CDAs. YOUR ANSWERS TO THE QUESTIONS IN THIS SECTION WILL PROVIDE US WITH THE NECESSARY BACKGROUND INFORMATION.

29. Sex
    a. Female
    b. Male

30. Ethnic Background
    a. White
    b. Black
    c. Hispanic
    d. Asian or Pacific Islander
    e. American Indian or Alaskan Native
    f. Other, please specify _____

31. Age
    How old were you when you received your CDA Credential?
    _____years old

YOU HAVE NOW COMPLETED ALL THE QUESTIONS IN THIS SURVEY. PLEASE RETURN THIS COMPLETED FORM IN THE ENCLOSED POSTAGE PAID ENVELOPE.

MAJOR FINDINGS OF THE NATIONAL SURVEY OF CDAs

Introduction

In 1983, the CDA National Credentialing Program launched a major research effort to collect information from the CDA Community. One of the most significant activities of this project was to conduct a national survey of CDAs.

The objective of this study was to provide data relevant to several questions that surround the CDA Program. First, little was known about the characteristics of CDAs along such basic dimensions as prior work experiences, personal characteristics, positions held, and their involvement in the professional community. Second, no information existed on the changes in this basic information after award of the CDA Credential. For example, do people get promoted? Do they continue their education? Do they get wage increases? Finally, limited information was available regarding the reasons persons pursue the credential and their perceptions of the impact of the experience on such areas as their work with children, parents, and staff; their self-confidence, and their functioning as parents.

A 25-item pilot questionnaire was designed and reviewed by CDAs who attended a workshop at a national conference and then administered via telephone to a random sample of 26 CDAs. The sole purpose of this activity was instrument refinement and clarification. A revised instrument was developed and reviewed by a small group of researchers and child development experts.

In the spring of 1983, the final questionnaire, consisting of 31 items, was sent to more than 1,000 randomly selected CDAs nationwide. A 46 percent response rate (489 CDAs) was received to the four-page survey instrument.

Results and Discussion

Data discussed below represent an analysis of the responses from the 489 respondents. Given the categorial nature of the data, analyses have been generally restricted to non-parametric descriptive statistics and non-parametic inferential procedures such as chi-square. Using date of credential award, the sample of 489 respondents appears to represent the population of CDAs. Records from the CDA National Credentialing Program indicate approximately 50 percent of credentials awarded have occurred since 1980. In the sample, 53.3 percent indicate award dates since 1980. Illustrative results from the survey follow.

When credentialed, these CDAs had a mean level of 7.7 years of experience (52.2 percent had more than six years), 79.3 percent had at least some college (15.6 percent had a four year degree or better), 80 percent worked in Head Start (11 percent in day care) and their centers tended to be large (43.9 percent over 50 children). A majority were lead teachers (55.1 percent) with the majority of the remainder being assistants (26.1 percent). Finally, at credential award slightly less than one half (48.7 percent) were members of at least one professional organization, typically the National Association for the Education of Young Children or the National Head Start Association. The sample is overwhelmingly female (98.8 percent) with a slight majority being white (55.4 percent) and with an average age of 38 years old at time of credential award.

When questioned about their current status, some interesting trends occur. Surprisingly, 90 percent of the sample are still working directly with children (on the average these data are being collected about 3.5 years after credential award). Analyses of the relationship between particular

demographic indicators at credential award and the same data points now typically indicate positive and significant relationships using chi-square procedures. This implies no significant shift along dimensions such as education, type of work, or position. However, a closer look reveals interesting movement on a number of dimensions. For example, there is a strong statistical relationship between education level at credential award and education level now. However, of the 11 persons who had "some high school," 6 have finished and 4 of these have now had some college. Of the 99 with high school diplomas, 43 now have some college. Of the 230 with some college, 18 now have 2-year degrees, 10 have 4-year degrees, and one has a graduate degree. Most of the rest of this group of 230 is making progress through college. Such changes seem to have a practical if not statistical significance.

For the portion of respondents still working with children there is also a "career ladder" phenomenon. In this population, 117 held assistant teacher positions when credentialed. Of these, 41 are now lead teachers, 6 are Home Visitors, 2 are Educational Supervisors, and 6 are Center Directors. Similarly, 238 of the persons still working with children were classroom teachers at credential award. Of this group, 6 are now Educational Supervisors and 22 are Center Directors. Finally, 215 of the persons still working with children belonged to no professional association at credential award. Forty of these persons have now joined one or more associations.

Most startling are the judgements CDAs make about the impact of the program on their functioning with children, parents, and staff and the perceived impact on their self-confidence. Nearly 97 percent (96.8 percent) felt the experience positively effected their self-confidence, 93.1 percent

felt it positively affected their work with children, 84.2 percent felt it positively affected their work with parents, 83.4 percent felt a positive impact on work with staff, and 58.2 percent felt a positive impact on their relationship with their own children. Only one respondent indicated a negative effect on any of these dimensions (the third possibility was "no effect").

Similarly, 93 percent said that becoming a CDA made them feel more a part of th professional community, 72.7 percent said it influenced them to continue their education, and 95.3 percent said they followed up on recommendations made to them when they were assessed. Twenty-seven percent stated that obtaining the credential influenced their decision to join a professional association.

Nearly two-fifths (39.7 percent) gained a salary increase when they earned the credential, with much of this probably accounted for by the 31.1 percent who indicated that they received changes in title or responsibility. The average salary increase was $18.33 for those who received raises. Finally, of the 63 persons who have changed employers, 54 percent felt that having the credential helpe them obtain a new job with children.

These data are limited by their self-report nature, by the lack of a comparison population, and by the fact that the CDA Program represents a confounding of an assessment experience leading to the credential and a training experience. Therefore, results are most appropriately discussed as the result of the CDA Program rather than as a result of assessment, training, or credential award alone. Recognizing these limitations, the findings provide important information for the field and decision makers on the nature of CDAs and their views of program impact.

These data taken together reflect a mature group of women with considerable experience as child care workers who clearly believe that the CDA Program has had a positive and rather pervasive effect on their lives. Their feelings about the impact are only partially corroborated by our analyses relating status at credential award to status now. For example, while 73 percent sa that acquisition of the credential influenced them to continue their education, a significant amount of the variation in current educational background level is accounted for by education level at credential award. However, a review of the raw data does indicate positive change in line with the respondents perceptions.

One obvious conclusions from these results is that participants feel they are getting from the program what they hoped. When asked about their most important reason for becoming a CDA, 42 percent indicated the "desire to improve their ability" with the "desire to demonstrate my competence" being the second and only other prevalent response (27.8 percent). Participants clearly believe thei abilities have improved across a number of areas.

APPENDIX E

INSTITUTIONS OFFERING CREDIT HOURS FOR CDA CREDENTIAL - JULY 1995

(The following colleges have indicated they will offer college credit for the CDA credential. The number of credit hours will vary depending upon a number of factors. Call the school of your choice, and speak with the contact person to discuss individualized options.)

ALABAMA

Birmingham - Southern College
900 Arkadelphia Road
Birmingham, AL 35254
Phone: (205) 226-4810

Jefferson State Community College
2601 Carson Road
Birmingham, AL 35215
Contact: Pamela B. Laning
Phone: (205) 856-6047

Lawson State Community College
3060 Wilson Road, S.W.
Birmingham, AL 35221
Contact: Jan Berry
Phone: (205) 925-2515, ext.211

Snead State Community College
P.O. Drawer D
Boaz, AL 35957
Contact: Bobbie M. Glassco
Phone: (205) 593-5120

University of North Alabama
University Box 5045
Florence, AL 35632-0001
Contact: Janice I. Nicholson
Phone: (205) 760-4251

Wallace State College
P.O. Box 2000
Hanceville, AL 35077-2000
Contact: Paula Poynor
Phone: (205) 352-8324

University of West Alabama
Station 32
Livingston, AL 35470
Phone: (205) 652-9661, ext 220

ALABAMA

Alabama State University
College of Education
P.O. Box 271
Montgomery, AL 36101-0271
Contact: Dr. Jeanne Elinor Blevins
Phone: (334) 293-6983

Huntingdon College
1500 East Fairview Avenue
Montgomery, AL 36101-2148
Contact: Helen A. Everett
Phone: (334) 265-0511, ext.455

Trenholm State Technical College
1225 Airbase Boulevard
Montgomery, AL 36108
Contact: JoAnne T. Middlebrooks
Phone: (334) 832-9000

Northwest-Shoals Community College
George Wallace Boulevard
P.O. Box 2545
Muscle Shoals, AL 35662
Contact: Judy R. Staggs
Phone: (205) 331-5249

Alabama A & M University
P.O. Box 281
Normal, AL 35762
Contact: Dr. Nell Nicholson
Phone: (205) 851-5505

Southern Union State Community College
1701 Lafayette Parkway
Opelika, AL 36801
Contact: Dr. Barbara L. Segrest
Phone: (334) 745-6437

ALABAMA

The University of Alabama
Early Childhood Education Dept.
Box 870231
Child Development Department
Box 870158
Tuscaloosa, AL 35487-0231
Contact: Nancy T. Williams
Phone: (205) 348-0090

ALASKA

University of Alaska
3211 Providence Drive
Anchorage, AK 99508
Contact: Dr. Eileen Hughes
Phone: (907) 786-1689

University of Fairbanks
510 2nd Avenue
Fairbanks, AK 99701
Contact: Jo Kuykendall
Phone: (907) 474-5503

University of Alaska - Southeast
11120 Glacier Highway
Juneau, AK 99801
Contact: Marjorie V. Fields
Phone: (907) 465-6412

Kenai Peninsula College
34820 College Drive
Soldotna, AK 99669
Contact: Judy DeVito
Phone: (907) 262-0359

ARIZONA

Chandler-Gilbert Community College
2626 East Pecos Road
Chandler, AZ 85225
Contact: Dr. Al Brown
Phone: (602) 732-7112

ARIZONA

Mesa Community College
1833 West Southern Avenue
Mesa, AZ 85202
Contact: Dr. Martie Martin
Phone: (602) 461-7139

Phoenix College
1202 West Thomas Road
Phoenix, AZ 85013
Contact: Linda Tramel
Phone: (602) 285-7311

Pima County Community College
2202 West Anklam Road
Tucson, AZ 85709-0001
Contact: Beth Ann Johnson
Phone: (520) 884-6030

ARKANSAS

Henderson State University
HSU Box 7631
Arkadelphia, AR 71999-0001
Contact: Dr. Pamela Davis
Phone: (501) 230-5260

Northwest Arkansas Comm. College
One College Drive
Bentonville, AR 72712
Contact: Michelle Rieff
Phone: (501) 636-9222, ext. 5165

Phillips County Community College
P.O. Box 785
Helena, AR 72342
Contact: Deborah King
Phone: (501) 338-6474, ext. 210

Arkansas Technical University
123 Crabaugh, ATU
Russellville, AR 72801
Contact: Linda Garris Christian
Phone: (501) 968-0290

ARKANSAS

John Brown University
University Avenue
Siloam Springs, AR 72761
Contact: Dr. Roger G. Iddings
Phone: (501) 524-7147

CALIFORNIA

Orange Coast College
2701 Fairview Road
Costa Mesa, CA 92628
Contact: Mary Belcher
Phone: (714) 432-5067

De Anza College
21250 Stevens Creek Blvd.
Cupertino, CA 95014
Contact: Kathleen Burson
Phone: (408) 864-9922/8863

College of Marin
Kentfield, CA 94904
Contact: Sandy Kallenberg
Phone: (415) 485-9369

University of La Verne
1950 Third Street
La Verne, CA 91750
Contact: Barbara Nicoll
Phone: (909) 593-3511, ext. 4637

Foothill College
12345 East Monte Road
Los Altos Hills, CA 94022
Contact: Judith Fateman
Phone: (415) 949-7046

Mills College
5000 MacArthur Blvd.
Oakland, CA 94611
Contact: Jane Bowyer
Phone: (415) 430-2118

Pacific Oaks College
Children's School Program
5 Westmoreland Place

CALIFORNIA

Pacific Oaks College (Con't)
Pasadena, CA 91103
Contact: Mark Schulman
Phone: (818) 397-1321

Los Medanos College
2700 Leland Road
Pittsburg, CA 94565
Phone: (510) 439-2181

Marymount College
30800 Palos Verdes Drive, East
Rancho Palos Verdes, CA 90275
Contact: Virginia Wade
Phone: (310) 377-5501, ext.245

Shasta Bible College
2980 Hartnell Avenue
Redding, CA 96002
Contact: Dr. Sam Rodriguez
Phone: (916) 221-4275

Cosumnes River College
8401 Center Parkway
Sacramento, CA 95823
Contact: Evelyn D. Silva
Phone: (916) 688-7293

Miramar College
10440 Black Mt. Road
San Diego, CA 92126
Contact: Sally Nalven
Phone: (619) 536-7851

San Diego City College
1313 12th Avenue
San Diego, CA 92101
Contact: Berta Harris
Phone (619) 230-2206

California Polytechnical Institute
Psych & HD
San Luis Obispo, CA 93401
Contact: Bette J. Tryon
Phone: (805) 756-2033

CALIFORNIA

Palomar College
1140 West Mission Road
San Marcos, CA 92069
Contact: Dr. Rosemary R. Davis
Phone: (619) 7444-1150, ext.2206

Rancho Santiago College
1530 West 17th Street
Santa Ana, CA 92706
Contact: Gwen Morgan-Beazell
Phone: (714) 564-6890

Allan Hancock College
800 South College Drive
Santa Maria, CA 93454
Contact: Elizabeth Regan
Phone: (805) 922-6966, ext.3547

Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405
Contact: Dr. Lupita Montoya
Phone: (310) 450-5150, ext.9699

COLORADO

Adams State College
Alamosa, CO 81102
Contact: Dr. Penelope Freel
Phone: (719) 589-7776

Community College of Aurora
16000 Centre Tech Parkway
Aurora, CA 80011
Contact: Ophelia Mejia
Phone: (303) 340-7078

Pikes Peak Community College
5675 S. Academy Boulevard
Colorado Springs, CO 80906-5498
Contact: Cynthia Buckley
Phone: (719) 540-7346

Community College of Denver
Campus Box 085
P.O. Box 173363

COLORADO

Community College of Denver (Con't)
Denver, CO 80217-3363
Contact: Maryann Baumann
Phone: (303) 556-2439

Metropolitan State College of Denver
P.O. Box 173362
Denver, CO 80217
Contact: Dr. Marilyn Chipman
Phone: (303) 556-8459

AIMS Community College
5401 20 Street
Greeley, CO 80632
Contact: Maurine Summers
Phone: (303) 330-8008, ext. 298

University of Northern Colorado
McKee 213
Greeley, CO 80639
Contact: Phil Whison
Phone: (303) 351-2702

Otero Junior College
1802 Colorado Avenue
La Junta, CO 81050
Contact: Jan Hammontree
Phone: (719) 384-6811

Red Rocks Community College
13300 West 6th Avenue
Lakewood, CO 80401
Contact: Carol Carper
Phone: (303) 988-6160, ext. 505

Arapahoe Community College
2500 West College Drive
P.O. Box 9002
Littleton, CO 80160-9002
Phone: (303) 797-5782

Pueblo Community College
900 West Orman Avenue
Pueblo, CO 81004
Contact: Linda Jagunich
Phone: (719) 549-3138

COLORADO

Trinidad State Jr. College
600 Prospect
Trinidad, CO 81082
Contact: Katherine Carlisle
Phone: (719) 846-5631

Front Range Community College
3645 West 112th Avenue
Westminster, CO 80030
Contact: Sue Stuska, Program
Phone: (303) 466-8811, ext.525

CONNECTICUT

Housatonic Community-Tech. College
510 Barnum Avenue
Bridgeport, CT 06608
Contact: Marie Nulty
Phone: (203) 579-6530

Quinebaug Valley Community-Tech. College
742 Upper Maple Street
Danielson, CT 06239
Contact: Jill O'Hagan
Phone: (203) 774-1133

Sacred Heart University
5151 Park Avenue
Fairfield, CT 06432
Contact: Barbara Tulley
Phone: (203) 371-7800

Capital Community-Tech. College
61 Woodland Street
Hartford, CT 06105
Contact: Cynthia Greenblatt
Phone: (203) 520-7874

Gateway Community-Tech. College
60 Sargent Drive
New Haven, CT 06511
Contact: Susan Logston
Phone: (203) 789-7187

Charter Oak State College
66 Cedar Street

CONNECTICUT

Charter Oak State College (Con't)
Newington, CT 06111-2646
Contact: Ruth Budlong
Phone: (203) 666-4595

Norwalk Community-Tech. College
188 Richards Avenue
Norwalk, CT 06854
Contact: Darlene C. Ragozzine
Phone: (203) 857-7117/7108

Three Rivers Community-Tech. College
Mahan Drive
Norwich, CT 06360
Contact: Terry Dezso
Phone: (203) 823-2955

Teikyo Post University
800 Country Club Road
Waterbury, CT 06723-2540
Contact: Dr. Dorothy M. Higgins
Phone: (203) 596-4624

Northwestern Community-Tech. College
Park Place
Winsted, CT 06098
Phone: (203) 738-6315

DELAWARE

Delaware Community-Tech. College
1832 North Dupont Highway
Dover, DE 19901
Contact: Jim Quirk
Phone: (302) 739-5448

Delaware Community-Tech. College
P.O. Box 610
Georgetown, DE 19947
Contact: Anna H. Athey
Phone: (302) 856-5400, ext. 207

University of Delaware
Newark, DE 19716
Contact: Marion C. Hyson
Phone: (302) 831-8552

WASHINGTON, D.C.

Trinity College
125 Michigan Avenue, NE
Washington, D.C. 20017
Contact: Shirley S. Schwartz
Phone: (202) 939-5246

FLORIDA

South Florida Community College
600 West College Drive
Avon Park, FL 33825
Contact: Sue Brown
Phone: (813) 453-6661, ext. 113

Broward Community College
1000 Coconut Creek Boulevard
Coconut Creek, FL 33066
Contact: Penny Luken
Phone: (305) 973-2273

Daytona Beach Community College
P.O. Box 2811
Daytona Beach, FL 32120-2811
Contact: Elaine Camerin
Phone: (904) 255-8131, ext.3737

Nova Southeastern University
3301 College Avenue
Ft. Lauderdale, FL 33314
Contact: Patricia M. Franco
Phone: (305) 475-7450

Santa Fe Community College
Child Development Program
3000 N.W. 83rd Boulevard, L-211
Gainesville, FL 32606
Contact: Dr. Sharen W. Halsall
Phone: (904) 395-5322/5324

Florida Community College
4501 Copper Road
Jacksonville, FL 32218
Contact: Audrey L. Flynn
Phone: (904) 766-6623

FLORIDA

Florida Keys Community College
5901 College Road
Key West, FL 33040
Contact: Cheryl Malsheimer
Phone: (305) 296-9081

Miami-Dade Community College
11011 S.W. 104 Street
Miami, FL 33176
Contact: Sim Lesser
Phone: (305) 237-2453

University of Central Florida
P.O. Box 25000
Orlando, FL 32816
Contact: Dr. Becky A. Bailey
Phone: (407) 823-2939

Saint Petersburg Junior College
P.O. Box 13489
St. Petersburg, FL 33733
Contact: Dr. Myron Miller
Phone: (813) 341-4713

Seminole Community College
100 Weldon Boulevard
Sanford, FL 32773
Contact: Cindy Jurie
Phone: (407) 328-4722, ext.3510

Florida A & M University
College of Education
Tallahassee, FL 32307
Contact: Dr. Robert Lemons
Phone: (904) 561-2386

Polk Community College
999 Avenue H, N.E.
Winter Haven, FL 33881
Contact: David Buckley
Phone: (941) 297-1026

GEORGIA

Albany Technical Institute
1021 Lowe Road

GEORGIA

Albany Technical Institute (Con't)
Albany, GA 31708
Contact: Patricia Richard
Phone: (912) 430-3537/3538

Columbus College
Columbus, GA 31907
Contact: Dr. Polly K. Adams
Phone: (706) 568-2235

Lanier Technical Institute
P.O. Box 58
Oakwood, GA 30506
Contact: Beth Hefner
Phone: (404) 531-6365

Armstrong State College
11935 Abercorn Street
Savannah, GA 31419-1997
Contact: Dr. Margellen S. Cosgrove
Phone: (912) 927-5281

Savannah Technical Institute
5717 White Bluff Road
Savannah, GA 31499
Contact: Cheryl D. Cale
Phone: (912) 351-4531

Flint River Technical Institute
1533 Highway 19, South
Thomaston, GA 30286
Contact: Gary M. Larson
Phone: (706) 647-9616

Toccoa Falls College
Toccoa Falls, GA 30598
Contact: Louis R. Rittweger
Phone: (706) 886-6831, ext. 5317

HAWAII

University of Hawaii - Manoa
1776 University Avenue
Honolulu, HI 96822
Contact: Vivian Halverson
Phone: (808) 956-9009

IDAHO

University of Idaho
School of Family and Consumer Sciences
Moscow, ID 83844
Contact: Janice Fletcher
Phone: (208) 885-6545/7321

ILLINOIS

Belleville Area College
2500 Carlyle Road
Belleville, IL 62221
Contact: Elaine M. Lang
Phone: (618) 235-2700, ext. 409

Heartland Community College
1226 Towanda Avenue
Bloomington, IL 61701
Phone: (309) 827-0500

John A. Logan College
Rural Route 2
Carterville, IL 62918
Contact: Mary Ellen Abell
Phone: (618) 985-3741, ext.258

Kaskaskia College
27210 College Road
Centreville, IL 62801
Contact: Carol Myers
Phone: (618) 532-1981, ext.363

Parkland College
2400 West Bradley Avenue
Champaign, IL 61821
Contact: Nancy Morse
Phone: (217) 351-2447

Harold Washington College
30 East Lake Street
Chicago, IL 60601
Contact: June Aimen
Phone: (312) 553-6090

North Park College
3225 West Foster
Chicago, IL 60025

ILLINOIS

North Park College (Con't)
Contact: Barbara J. Phillips
Phone: (312) 244-6200

Roosevelt University
4305 Michigan Avenue
Chicago, IL 60605
Contact: Antonia D. Potenza
Phone: (312) 341-3691

St. Augustine College
1333 West Argyle
Chicago, IL 60640
Phone: (312) 878-8756

St. Xavier University
3700 West 103rd Street
Chicago, IL 60642
Contact: Dr. Nancy M. Cahill
Phone: (312) 298-3202

Northern Illinois University
Early Childhood
DeKalb, IL 60115
Contact: Billie Jean Thomas
Phone: (815) 753-9265

Judson College
1151 North State Street
Elgin, IL 60123-1498
Contact: William Peterson
Phone: (708) 695-3400

National-Louis University
2840 Sheridan Road
Evanston, IL 60201
Contact: Norma Richard
Phone: (708) 256-5150, ext.2557

College of DuPage
22nd At Lambert
Glen Ellyn, IL 60007
Contact: Alison Drake
Phone: (708) 858-2800, ext.2581

ILLINOIS

Rend Lake College
Route 1
Ina, IL 62812
Contact: Paul Widicus
Phone: (618) 437-5400

Joliet Junior College
1215 Houbolt Avenue
Joliet, IL 60436
Contact: Jeanne Legan
Phone: (815) 729-9020, ext.2610

Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, IL 60465
Contact: Donna Banas
Phone: (708) 974-5223

Augustana College
639 38th Street
Rock Island, IL 61201
Contact: Alvina Hansen
Phone: (309) 786-4686

Lincoln Land Community College
Shepherd Road
Springfield, IL 62794
Contact: Mary Ellen Monroe-White
Phone: (217) 786-2395

INDIANA

Ivy Tech State College
3800 North Anthony
Fort Wayne, IN 46805
Contact: Janet Imel
Phone: (219) 480-4277

Ivy Tech State College
One West 26th Street
Indianapolis, IN 46208
Contact: Sharon Sullivan
Phone: (317) 921-4517

Martin University
2171 Avondale Place

INDIANA

Martin University (Con't)
P.O. Box 18567
Indianapolis, IN 46218
Contact: Mynelle Gardner
Phone: (317) 543-4891

Ball State University
Teachers College 218C
Muncie, IN 47306-0600
Contact: Dr. James C. Stroud
Phone: (317) 285-8563

Ivy Tech State College
4301 South Cowan Road
Muncie, IN 47302
Contact: Nancy Hoffman
Phone: (317) 289-2291, ext.407

Ivy Tech State College
7999 U.S. Highway 41, South
Terre Haute, IN 47802
Contact: Janet L. Trout
Phone: (812) 299-1121, ext.246

Vincennes University
1002 North First Street
Vincennes, IN 47591
Contact: Carolyn Daily
Phone: (812) 885-4346

IOWA

University of Northern Iowa
618 Schindler Education Center
Cedar Falls, IA 50614-0606
Contact: Charles R. May
Phone: (319) 273-2167

Iowa Western Community College
2700 College Road, Box 4C
Council Bluffs, IA 51502
Contact: Becky Burgart
Phone: (712) 325-3356

Eastern Iowa Community College
306 West Second Street

IOWA

Eastern Iowa Community College (Con't)
Davenport, IA 52801
Contact: Gale Roeder
Phone: (319) 326-0142

Luther College
700 College Drive
Deconah, IA 52101
Contact: Dr. Judith Bowstead Nye
Phone: (319) 387-1544

Drake University
3206 University
Des Moines, IA 50311
Contact: Dr. Susan S. Smith
Phone: (515) 271-3906

Grand View College
1200 Grandview Avenue
Des Moines, IA 50316
Contact: Carolyn Wassemaar
Phone: (515) 263-2971

Northwestern College
101 7th Street, S.W.
Orange City, IA 51041-1996
Contact: Laura Heitritter
Phone: (712) 737-7035

William Penn College
201 Trueblood Avenue
Oskaloosa, IA 52577
Contact: Dr. Linda L. Wolf
Phone: (516) 673-1087

Central College
812 University
Pella, IA 50219
Contact: Pamela Ewell
Phone: (515) 628-5173

Morningside College
1501 Morningside Avenue
Sioux City, IA 51106
Contact: Dr. Carol Alexander Phillips
Phone: (712) 274-5377

IOWA

Western Iowa Tech Community College
4647 Stone Avenue
P.O. Box 265
Sioux City, IA 51102
Contact: Connie Wahlstrom
Phone: (712) 274-8733, ext.1389

Hawkeye Community College
P.O. Box 8015
Waterloo, IA 50704
Contact: Claudia A. Koch
Phone: (319) 296-2320, ext.1298

KANSAS

Cowley County Community College
125 South Second
Arkansas City, KS 67005
Contact: Carol Hobaugh Maudlin
Phone: (316) 441-5228

Dodge City Community College
2501 North 14th Avenue
Dodge City, KS 67801
Contact: Linda Carson
Phone: (316) 225-1321, ext.373

Barton County Community College
Route 3
Great Bend, KS 67530
Contact: Alice Clapsaddle
Phone: (316) 792-9349

Allen County Community College
1801 North Cottonwood
Iola, KS 66749
Contact: Kevin Alexander
Phone: (316) 365-5116

Bethel College
300 East 27th Street
North Newton, KS 67117
Contact: Lorene K. Goering
Phone: (316) 283-2500, ext.255

KANSAS

Labette Community College
200 South 14th
Parsons, KS 67357
Contact: Kathy Stotts
Phone: (316) 6700, ext.25

KENTUCKY

Elizabethtown Community College
37 Pleasant Colony
Elizabethtown, KY 42701
Contact: Diane Owsley
Phone: (502) 769-2371, ext.333

Hopkinsville Community College
P.O. Box 2100 North Drive
Hopkinsville, KY 42241
Contact: Vernell Larkin-Bussell
Phone: (502) 886-3921, ext.140

Jefferson Community College
109 East Broadway
Louisville, KY 40202
Contact: Donna S. Bell
Phone: (502) 584-0181, ext.2373

University of Louisville
School of Education
Louisville, KY 40292
Contact: Laura Westberg
Phone: (502) 852-0585

LOUISIANA

Elaine P. Nunez Community College
3700 LaFontaine Street
Chalmette, LA 70043
Contact: Dr. Carol A. Jeandron
Phone: (504) 278-7440, ext.241

Delgado Community College
615 City Park Avenue
New Orleans, LA 70119
Contact: Angelle G. Ruppert
Phone: (509) 483-4512

LOUISIANA

Nicholls State University
Box 2045
Thibodaux, LA 70310
Contact: Charlene L. Detro
Phone: (504) 448-4819

MAINE

College of the Atlantic
105 Eden Street
Bar Harbor, ME 04609
Contact: Catherine Elk
Phone: (207) 288-5015, ext.310

MARYLAND

Coppin State College
2500 West North Avenue
Baltimore, MD 21216
Contact: Dr. Frank Kober
Phone: (410) 383-5663

Dundalk Community College
7200 Sellers Point Road
Baltimore, MD 21222
Contact: Ginny Smith
Phone: (410) 285-9731

Villa Julie College
Greenspring Valley Road
Stevenson, MD 21204-3727
Phone: (410) 486-7000

MASSACHUSETTS

Endicott College
Hale Street
Beverly, MA 01915
Contact: Dr. Theresa Kirk
Phone: (508) 927-0583, ext.2322

Bunker Hill Community College
250 Rutherford Avenue
Boston, MA 02129
Contact: Judy B. Lindamood
Phone: (617) 228-3279

MASSACHUSETTS

Fisher College
118 Beacon Street
Boston, MA 02116
Contact: Prudence B. Van Winele
Phone: (617) 236-8800

Simmons College
300 The Fenway
Boston, MA 02115
Contact: Kathleen Dunn
Phone: (617) 521-2554

Lesley College
29 Everett Street
Cambridge, MA 02138
Contact: JoAnne Szamreta
Phone: (617) 349-8224

College of Our Lady-of-the-Elms
291 Springfield Street
Chicopee, MA 01013
Contact: Janet K. Stetson
Phone: (413) 594-2761, ext.290

North Shore Community College
1 Ferncroft Road
Danvers, MA 01923
Contact: Dr. Jan McLanahan
Phone: (617) 593-6788, ext. 6672

Fitchburg State College
160 Pearl Street
Fitchburg, MA 01420
Contact: Dr. George L. Miller
Phone: (508) 665-3191

Framingham State College
100 State Street
Framingham, MA 01701
Contact: Jeanne Canelli
Phone: (508) 626-4739

Massachusetts Bay Community College
19 Flagg Drive
Framingham, A 01701
Phone: (617) 237-1100

MASSACHUSETTS

Mount Wachusett Community College
444 Green Street
Gardner, MA 01440
Contact: Rosanne Blanchard
Phone: (508) 632-6600, ext.129

Greenfield Community College
1 College Drive
Greenfield, MA 01301
Contact: Nancy Winter
Phone: (413) 774-3131, ext. 337

Northern Essex Community College
Elliott Way
Haverhill, MA 01830
Contact: Judith C. Tye
Phone: (508) 374-5890

Mount Ida College
777 Dedham Street
Newton Center, MA 02159
Contact: Eunice Perry
Phone: (617) 928-4577

Anna Maria College
50 Sunset Lane
Paxton, MA 01612
Contact: Dr. Lynne Celli Sarasin
Phone: (508) 849-3418

Eastern Nazarene College
23 East Elm Avenue
Quincy, MA 02170
Phone: (617) 745-3529

Salem State College
352 Lafayette Street
Salem, MA 01970-5353
Contact: Dr. Louise B. Swiniarski
Phone: (508) 741-6534

American International College
1000 State Street
Springfield, MA 01108
Contact: Dr. Ann M. Courtney
Phone: (413) 747-6343

MASSACHUSETTS

Springfield Technical Community College
One Armory Square
Springfield, MA 01105
Contact: Sally D. Curtis
Phone: (413) 781-7822, ext. 3658

Gordon College
255 Grapevine Road
Wenham, MA 01984
Contact: Dr. Lorelie Farmer
Phone: (508) 927-2300, ext. 4320

Westfield State College
577 Western Avenue
Westfield, MA 01086
Contact: Dr. Janet Huntzinger
Phone: (413) 572-5317

MICHIGAN

Siena Heights College
1247 East Siena Heights Drive
Adrian, MI 49221
Contact: Mary A. Griffin
Phone: (517) 263-0731, ext.316

Washtenaw Community College
4800 East Huron River Drive
P.O. Box D-1
Ann Arbor, MI 48106-0978
Contact: Sally Adler
Phone: (313) 677-5142

Ferris State University
BH 518
Big Rapids, MI 49307
Contact: Dr. Mary McCorriston
Phone: (616) 592-2392

Bay Mills Community College
Route T, Box 315A
Brimley, MI 49715
Contact: Lila Malmborg
Phone: (906) 632-9708

MICHIGAN

Bay De Noc Community College
2001 North Lincoln
Escanaba, MI 49829
Contact: Dr. Stella A. Hansen
Phone: (906) 786-5802 Ext. 216

Mott Community College
1401 East Court
Flint, MI 48503
Contact: Dan Hodgins
Phone: (810) 762-0489

Aquinas College
1607 Robinson Road, S.E.
Grand Rapids, MI 49506
Contact: Dr. Margot Conery-Clifford
Phone: (616) 459-8281 ext. 5435

Western Michigan University
Dept. of Educ. and Prof. Development
Sangren Hall
Kalamazoo, MI 49008
Contact: Dr. Ariel Anderson
Phone: (616) 387-3493

Lansing Community College
P.O. Box 40010
Lansing, MI 48901
Contact: Marcia P. Rysztak
Phone: (517) 483-1141

Schoolcraft College
18600 Haggerty Road
Livonia, MI 48152
Contact: Dorothy B. Witten
Phone: (313) 462-4400, ext. 5267

Northern Michigan University
1401 Presque Isle
Marquette, MI 49855
Contact: Sally Hruska
Phone: (906) 227-2368

Muskegon Community College
221 South Quarterline Road
Muskegon, MI 49442

MICHIGAN

Muskegon Community College (Con't)
Contact: Dr. Harry W. Robinson
Phone: (616) 777-0277

Montcalm Community College
2800 College Drive
Sidney, MI 48821
Phone: (517) 328-2111

Spring Arbor College
106 East Main Street
Spring Arbor, MI 49283
Contact: Sharon C. Joplin
Phone: (517) 750-6339

Northwestern Michigan College
1701 East Front Street
Traverse City, MI 49686
Contact: Linda Anderson
Phone: (616) 922-1294

Oakland Community College
7350 Cooley Lake Road
Waterford, MI 48327
Contact: Shelly Moss Brooks
Phone: (810) 360-3012

Eastern Michigan University
College of Education
Ypsilanti, MI 48197
Contact: Leah D. Adams
Phone: (313) 487-3260

MINNESOTA

Alexandria Technical College
1601 Jefferson Street
Alexandria, MN 56308
Contact: Joan C. Thompson
Phone: (612) 762-4527

Bemidji State University
1500 Birchmont Drive, N.E.
Bemidji, MN 56601
Contact: Cherry Brouwer
Phone: (218) 755-3779

MINNESOTA

Central Lakes College
501 West College Drive
Brainerd, MN 56401
Contact: Jeanne Goodwin
Phone: (218) 828-2339

Hennepin Technical College
9000 Brooklyn Boulevard
Brooklyn Park, MN 55345
Contact: Carol Boerner
Phone: (612) 550-2161

Lake Superior College
2101 Trinity Road
Duluth, MN 55804
Contact: Laureen Litman
Phone: (218) 722-2801

University of Minnesota
10 University Drive
120 Montague Hall
Duluth, MN 55812
Contact: Dr. Joan Karp
Phone: (218) 726-6538

Hennepin Technical College
9200 Flying Cloud Drive
Eden Prairie, MN 55347
Contact: Carla Weigel
Phone: (612) 944-2222, ext.3428

Minneapolis Technical College
1415 Hennepin Avenue, South
Minneapolis, MN 55403-1778
Contact: Judy Cannez
Phone: (612) 370-9400, ext. 235

The College of St. Catherine
The Ctr. for Contemp. Montessori Prog.
601 25th Avenue, South
Minneapolis, MN 55454
Contact: Michael Dorer
Phone: (612) 690-7779

University of Minnesota - ICD
51 East River Road

MINNESOTA

University of Minnesota (Con't)
Minneapolis, MN 55104
Contact: Lynn P. Galle
Phone: (612) 624-5283

University of Minnesota - MPLS
159 Pillsbury Drive, S.E.
338 Peik Hall
Minneapolis, MN 55455
Contact: Harlan Hansen
Phone: (612) 625-4039

Hennepin Technical College
1820 N. Xenium Lane
Plymouth, MN 55441
Contact: Pam Smith
Phone: (612) 550-7132

Crown College
6425 County Road 30
St. Bonifacius, MN 55375
Contact: Dr. Marilyn Weldin
Phone: (612) 446-4227

College of St. Catherine
2004 Randolph
St. Paul, MN 55116
Contact: Gail Yunk
Phone: (612) 690-8653

Concordia College
275 North Syndicate
St. Paul, MN 55104
Contact: Barbara Schoenbeck
Phone: (612) 641-8274

Northeast Metro Technical College
3300 Century Avenue, North
White Bear Lake, MN 55110
Contact: Debara Warnsholz
Phone: (612) 770-2351, ext. 346

MISSISSIPPI

University of Southern Mississippi
Center for Child Development

MISSISSIPPI

University of Southern Mississippi (Con't)
P.O. Box 10012
Hattiesburg, MS 39406-0012
Contact: Cheryl Mueller
Phone: (601) 266-5294

Hinds Community College
3925 Sunset Drive
Jackson, MS 39213
Contact: Dr. Mary Ann Jacobs
Phone: (601) 366-5612

Pearl River Community College
Station A - Box 154
Poplarville, MS 39470
Contact: Judy Prine
Phone: (601) 795-1253/1256

Hinds Community College
Box 1263
Raymond, MS 39154
Contact: Melanie McIntyre
Phone: (601) 857-3478

Tougaloo College
500 West County Line Road
Tougaloo, MS 39174
Contact: Corrine Williams Anderson
Phone: (601) 977-7745

MISSOURI

Stephens College
1200 East Broadway
Columbia, MO 65215
Contact: Joan Vaughon
Phone: (314) 442-2211, ext.591

Mineral Area College
P.O. Box 1000
Park Hills, MO 63601
Contact: Dr. T. Kathleen Kraft
Phone: (314) 431-4593

Missouri Western State College
4525 Downs Drive

MISSOURI

Missouri Western State College (Con't)
St. Joseph, MO 64507
Contact: Barbara Martin
Phone: (816) 271-4332

Baptist Bible College
628 East Kearney
Springfield, MO 65803
Contact: Mary E. Herman
Phone: (417) 869-9811, ext. 2344

Evangel College
111 North Glenstone
Springfield, MO 65802
Contact: Dr. Peggy Reed
Phone: (417) 865-2815, ext. 7417

Ozarks Technical Community College
1417 N. Jefferson
Springfield, MO 65802
Contact: Nancy Kalman
Phone: (417) 895-7106

MONTANA

Montana State University
Dept. of Health and Human Development
Bozeman, MT 59717
Contact: Janis Bullock
Phone: (406) 994-3241

Fort Belknap College
Box 159
Harlem, MT 59526
Contact: Julia Loney
Phone: (406) 353-2607

Miles Community College
2715 Dickinson
Miles City, MT 59301
Contact: Scott Engel
Phone: (406) 232-0518

NEBRASKA

Central Community College
P.O. Box 4903
Grand Island, NE 68802
Contact: Jeanne Webb
Phone: (308) 389-6476

Central Community College
Box 1024
Hastings, NE 68901
Contact: Marilyn Gerritson
Phone: (402) 461-2465

Hastings College
7th and Turner
Hastings, NE 68901
Contact: Dr. Jeanene Dodge
Phone: (402) 461-7307

Metropolitan Community College
P.O. Box 3777
Omaha, NE 68103-0777
Contact: Kathryn A. Halverson
Phone: (402) 449-8382

NEVADA

NONE

NEW HAMPSHIRE

New Hampshire Technical College
One College Drive
Claremont, NH 03743-9707
Contact: Nancy Blair
Phone: (603) 542-7744

College for Lifelong Learning
125 North State Street
Concord, NH 03301
Contact: Tessa McDonnell
Phone: (603) 228-3000, ext.308

University of New Hampshire
Department of Family Services
22 O'Kane Road
Durham, NH 03824

NEW HAMPSHIRE

Contact: Mary Jane Moran
Phone: (603) 862-2835

New Hampshire Technical College
Prescott Hill, Route 106
Laconia, NH 03301
Contact: William Wheeler
Phone: (603) 524-3207

Hesser College
3 Sundial Avenue
Manchester, NH 03103
Contact: Alice D. Beyrent
Phone: (603) 668-6660, ext. 222

New Hampshire Technical College
1066 Front Street
Manchester, NH 03873
Contact: Jan Caron
Phone: (603) 668-6706, ext.242

Notre Dame College
2321 Elm Street
Manchester, NH 03104
Contact: Dr. Lori Wiley
Phone: (603) 669-4298

New Hampshire Technical College
277 Portsmouth Avenue
Stratham, NH 03885
Contact: Charlotte V. Buffington
Phone: (603) 772-1194

Castle College
21 Searles Road
Windham, NH 03087
Contact: Jean Servello
Phone: (603) 893-6111

NEW JERSEY

Hudson County Community College
26 Journal Square
Jersey City, NJ 07306
Contact: Adriana Flores Kuhn
Phone: (201) 714-2236

NEW JERSEY

Trenton State College
Hillwood Lakes, CN 4700
Trenton, NJ 08650-4700
Contact: Dr. Wanda Leypoldt
Phone: (609) 771-2990

Montclair State University
Valley Road
Upper Montclair, NJ 07042
Contact: Lauretta B. Freeman
Phone: (655-4172

NEW MEXICO

San Juan College
4601 College Boulevard
Farmington, NM 87402
Contact: Dr. Patricia Dalton
Phone: (505) 599-0383

New Mexico State University
Box 3CUR, Dept. 30001
Las Cruces, NM 88003
Contact: Dr. Nancy Baptiste
Phone: (505) 646-2632

Eastern New Mexico University
Portales Child Development Center
Station 11, EMMU
Portales, NM 88130
Contact: Dr. M. Francine Stuckey
Phone: (505) 562-2482

Santa Fe Community College
South Richards Avenue
P.O. Box 4187
Santa Fe, NM 87502-4187
Contact: Tish Wilson
Phone: (505) 438-1354

Mesa Technical College
824 West Hines Avenue
Tucumcari, NM 88401
Contact: Harvey Rose
Phone: (505) 461-4413

NEW YORK

The College of Saint Rose
432 Western Avenue
Albany, NY 12203
Contact: Dr. Brenda S. Peters
Phone: (518) 458-5460

Genesee Community College
One College Road
Batavia, NY 14020
Contact: Donna Blake
Phone: (716) 343-0055, ext. 6292

Broome Community College
Box 1017
Binghamton, NY 13902
Contact: Dr. Barbara Nilsen
Phone: (607) 778-5029

College of Mount St. Vincent
6301 Riverdale Avenue
Bronx, NY 10471
Contact: Dr. Margaret Egan
Phone: (718) 405-3285

Lehman College of the City Univ. of N.Y.
Bedford Park Boulevard, West
Bronx, NY 10468
Contact: Dr. Abigail McNamee
Phone: (718) 960-7873

Kingsborough Community College
2001 Oriental Boulevard
Brooklyn, NY 11235
Contact: Dr. Connie S. Goldfarb
Phone: (718) 368-5964

Long Island University
CW Post Campus
Brookville, NY 11548
Contact: Dr. Phyllis Povell
Phone: (516) 299-3102

Erie Community College
121 Ellicott Street
Buffalo, NY 14203
Phone: (716) 851-1153

NEW YORK

Villa Maria College
240 Pine Ridge Road
Buffalo, NY 14225
Phone: (716) 896-0700

State University of New York
College at Cobleskill
Cobleskill, NY 12043
Phone: (518) 234-5421

Tompkins Cortland Community College
170 North Street
P.O. Box 139
Dryden, NY 13053
Contact: Eva B. Cochran
Phone: (607) 844-8211, ext. 4227

Houghton College
Houghton, NY 14744
Contact: Claity Massey
Phone: (716) 567-9674

Sullivan County Community College
Leroy Road, Box 4002
Loch Sheldrake, NY 12759-4002
Contact: Mary Ann Wilson
Phone: (914) 434-5750, ext.316

Orange County Community College
115 South Street
Middletown, NY 10940
Contact: Sheila Abramowitz
Phone: (914) 341-4354

State University of New York
Department of Elementary Educ
Old Main Building
New Paltz, NY 12561-2499
Contact: Nancy Gropper
Phone: (914) 257-2860

College of New Rochelle
School of Arts and Sciences
29 Castle Place
New Rochelle, NY 10805
Phone: (914) 654-5000

NEW YORK

New York University
Washington Square
New York, NY 10003
Contact: Carol Millson
Phone: (212) 998-5457

Mater Dei College
Rural Route #2, Box 45
Ogdensburg, NY 13669
Contact: Martyn W. Mullaly
Phone: (315) 393-5930, ext.445

Clinton Community College
136 Clinton Point Drive
Plattsburgh, NY 12901
Contact: Lisa Goznikar
Phone: (518) 562-4195

Dutchess Community College
53 Pendell Road
Poughkeepsie, NY 12601
Contact: Dorothy Decker
Phone: (914) 471-4500, ext.3108

Niagara County Community College
3111 Saunders Settlement Road
Sanborn, NY 14132
Contact: Carol J. Rogers
Phone: (716) 731-3271, ext. 428

Wagner College
63 Howard Avenue
Staten Island, NY 10301
Phone: (718) 390-3464

Rockland Community College
145 College Road
Suffern, NY 10901
Contact: Debra Tietze
Phone: (914) 574-4562

Hudson Valley Community College
80 Vandenburgh Avenue
Troy, NY 12180
Contact: Joan K. Lawson
Phone: (518) 270-7250

NORTH CAROLINA

Warren Wilson College
P.O. Box 9000 - WWC 5051
Asheville, NC 28815-9000
Contact: Betty H. Siviter
Phone: (704) 298-3325, ext.288

Central Piedmont Community College
P.O. Box 35009
Charlotte, NC 25235
Contact: Clifton H. Hammond
Phone: (904) 342-6764

North Carolina Central University
Department of Human Sciences
1801 Fayetteville Street
P.O. Box 19615
Durham, NC 27707
Contact: Beverly A. Bryant
Phone: (919) 560-6477

Roanoke Bible College
714 First Street
Elizabeth City, NC 27909
Contact: Renee Lease
Phone: (919) 338-2658

North Carolina A&T State University
1601 East Market Street
Benbow Hall 102
Greensboro, NC 27411
Contact: Dr. Rosa Purcell
Phone: (910) 334-7850

Caldwell Community College
1000 Hickory Boulevard
Hudson, NC 28638
Contact: Melissa C. Austin
Phone: (704) 726-2200

Guilford Technical Community College
P.O. Box 309
Jamestown, NC 27282
Contact: Peggy Teague

NORTH CAROLINA

Guilford Technical Community College
Phone: (910) 334-4822, ext.2364

Davidson County Community College
P.O. Box 1287
Lexington, NC 27292
Contact: Brenda W. Hipp
Phone: (910) 475-7181, ext.324

Mars Hill College
Mars Hill, NC 28754
Contact: John M. Hough
Phone: (704) 689-1366

Tri-County Community College
2300 Highway 64, East
Murphy, NC 28906
Contact: Rebecca Galloway
Phone: (704) 837-9064

Sandhills Community College
2200 Airport Road
Pinehurst, NC 28374
Contact: Elizabeth High Rounds
Phone: (910) 695-3808

Shaw University
118 East South Street
Raleigh, NC 27601
Contact: Dr. Vernise Loveless
Phone: (919) 546-8372/8374

Wake Technical Community College
9101 Fayetteville Road
Raleigh, NC 27603
Contact: Joan Sanoff
Phone: (919) 662-3396

Rowan Cabarrus Community College
P.O. Box 1595
Salisbury, NC 28145
Contact: Rebecca Hammill
Phone: (704) 637-0760, ext.345

NORTH CAROLINA

Johnston Community College
P.O. Box 2350
Smithfield, NC 27577
Contact: Nicky Cox
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Mayland Community College
P.O. Box 547
Spruce Pine, NC 28777
Contact: Judy S. Stevens
Phone: (704) 765-1401

Beaufort County Community College
P.O. Box 1069
Washington, NC 27889
Contact: Sue Brookshire
Phone: (919) 946-6194

Forsyth Technical Community College
2100 Silas Creek Parkway
Winston-Salem, NC 27103
Contact: Patricia N. Whisnant
Phone: (910) 723-0371 Ext. 309

NORTH DAKOTA

Turtle Mountain Community College
P.O. Box 340
Belcourt, ND 58316
Contact: Linda N. Marsh
Phone: (701) 477-5605, ext.236

University of Mary
7500 University Drive
Bismarck, ND 58504
Contact: Dr. Linda L. Reiten
Phone: (701) 255-7500, ext 400

University of North Dakota
North College Drive
Devils Lake, ND 58301
Contact: Sonja Adahl
Phone: (701) 662-7650

NORTH DAKOTA

North Dakota State University
P.O. Box 5057
Fargo, ND 58105-5057
Contact: Helen Danielson
Phone: (701) 231-8289

OHIO

Malone College
515 - 25th Street, N.W.
Canton, OH 44709
Contact: Jeanette Smith
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Stark Technical College
6200 Frank Avenue, N.W.
Canton, OH 44720
Contact: Carrilyn E. Long
Phone: (216) 966-5457

Cincinnati Bible College and Seminary
2700 Glenway Avenue
Cincinnati, OH 45024
Contact: Karen Statzer
Phone: (513) 244-8109

Xavier University
3800 Victory Parkway
Cincinnati, OH 45207
Contact: Elizabeth L. Bronsil
Phone: (513) 745-1072

Cuyahoga Community College
2900 Community College Avenue
Cleveland, OH 44115
Contact: Colleen Olson
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Columbus State Community College
550 East Spring Street
Columbus, OH 43215
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Phone: (614) 227-5411

OHIO

The Defiance College
701 North Clinton Street
Defiance, OH 43512
Contact: James A. Bray
Phone: (419) 783-2723

Lakeland Community College
7700 Clocktower Drive
Kirtland, OH 44094
Contact: Dr. Sherry Sowerby
Phone: (216) 953-7219

Washington State Community College
710 Colegate Drive
Marietta, OH 45750
Contact: Peggy A. Sharpe
Phone: (614) 374-8716 Ext. 675

Ohio State University
1465 Mount Vernon Avenue
Marion, OH 43302
Contact: Linda Todd
Phone: (614) 389-6786

Muskingum College
New Concord, OH 43767
Contact: Judith L. Van Voorhis
Phone: (614) 826-8036

Central Ohio Technical College
1179 University Drive
Newark, OH 43055
Contact: Regina M. Williams
Phone: (614) 366-9340

Edison Community College
1973 Edison Drive
Piqua, OH 45356
Contact: Cheryl Buecker
Phone: (513) 778-8600, ext.457

University of Rio Grande/Rio Grande
Community College

OHIO

Davis Career Center
Rio Grande, OH 45674
University of Rio Grande/Rio Grande
Community College (Con't)
Contact: Dr. Yvonne B. Shoemaker
Phone: (614) 245-7442

Wittenburg University
Box 720
Springfield, OH 45501
Contact: Kathryn Calabrese
Phone: (513) 327-6402

Lourdes College
6832 Convent Boulevard
Sylvania, OH 43560
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Phone: (419) 885-3211, ext.249

Owens Community College
Oregon Road
P.O. Box 10,000
Toledo, OH 43699-1947
Contact: Elizabeth G. Gehring
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College of Education and Allied Professions
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Phone: (419) 537-4774

John Carroll University
University Heights, OH 44118
Contact: Dr. Susan H. Turben
Phone: (216) 397-4331

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University of Science and Arts of Oklahoma
P.O. Box 82345
Chickasha, OK 73018-0001

OKLAHOMA

University of Science and Arts of Oklahoma
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1300 South Country Club Road
El Reno, OK 73036
Contact: Dr. Louise Rickman
Phone: (405) 262-2552

Caddo-Kiowa VTC
Box 190
Fort Cobb, OK 73038
Contact: Vicki Rexroat
Phone: (405) 643-5511, ext.247

Panhandle State University
P.O. Box 730
Goodwell, OK 73939
Contact: Sandra Latham
Phone: (405) 349-2611, ext.242

Langston University
Langston, OK 73162
Contact: Emma J. Brown
Phone: (405) 466-3438

OREGON

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Ashland, OR 97520
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Oregon State University
Dept. of Human Devel. & Family Sciences
Corvallis, OR 97331
Contact: Ala I. Sugawara
Phone: (503) 737-1078

OREGON

Lane Community College
4000 East 30th Avenue
Eugene, OR 97405
Contact: Linda Riepe
Phone: (503) 747-4501, ext.2287

Pacific University
2043 College Way
Forest Grove, OR 97116
Contact: Dr. Camille L. Wainwright
Phone: (503) 359-2205

Rogue Community College
3345 Redwood Highway
Grants Pass, OR 97527
Contact: Linda Blower
Phone: (503) 471-3520

Mount Hood Community College
26000 S.E. Stark Street
Gresham, OR 97030-9950
Contact: Peggy K. Norrander
Phone: (503) 667-7474

PENNSYLVANIA

Northampton Community College
3835 Green Pond road
Bethlehem, PA 18017-9984
Contact: Rebecca L. Gorton
Phone: (610) 861-5472

Bloomsburg University
Department of Curriculum and Foundations
Bloomsburg, PA 17815
Contact: Dr. William S. O'Bruba
Phone: (717) 389-4025

Montgomery County Community College
340 DeKalb Pike
Blue Bell, PA 19422
Contact: Debbie G. Levin
Phone: (215) 641-6333

PENNSYLVANIA

Penn State University
One College Place
Dubois, PA 15801
Contact: Dr. Pamela P. Hufnagel
Phone: (814) 375-4839

Elizabethtown College
One Alpha Drive
Elizabethtown, PA 17022
Contact: Dr. Juan A. Toro
Phone: (717) 361-1296

Mercyhurst College
501 East 38th Street
Erie, PA 16546
Contact: Diane Robbins
Phone: (814) 824-2449

Gwynedd Mercy College
Sumneytown Pike
Gwynedd, PA 19437
Contact: S. Antoinette Marie
Phone: (215) 641-5549

Manor Junior College
700 Foxchase Road
Jenkintown, PA 19046
Contact: Elaine Ratner
Phone: (215) 885-2360, ext.38

University of Pittsburgh
Johnstown Campus
Johnstown, PA 15904
Contact: Donna Verdini Rizzo
Phone: (814) 269-7012

Harrisburg Area Community College
1008 New Holland Avenue
Lancaster, PA 17601
Contact: Ingrid R. Vail
Roberta Bilous
Phone: (717) 780-2476
(717) 291-6141

PENNSYLVANIA

Harrisburg Area Community College
735 Cumberland Street
Lebanon, PA 17042
Contact: Ann Dean Welsh, M.Ed., Inst.
Phone: (717) 270-6345

Lock Haven University
North Fairview Street
Lock Haven, PA 17745
Contact: Dr. Paula D. Packer
Phone: (717) 893-2216

Pennsylvania State University
777 West Harrisburg Pike
Middletown, PA 17057-4898
Contact: Dr. Richard Fiene
Phone: (717) 948-6433

Luzerne County Community College
1333 South Prospect Street
Nanticoke, PA 18634
Contact: Ann McAlpin
Phone: (717) 821-1522

Chestnut Hill College
9601 Germantown Avenue
Philadelphia, PA 19118
Contact: Dr. Margaret Vogelson
Phone: (215) 248-7105

Temple University
College of Education, Ritter Hall
13th Street & Cecil B. Moore Avenue
Philadelphia, PA 19122
Contact: Philippa Campbell
Phone: (215) 204-1396

Duquesne University
School of Education, Canevin Hall
Pittsburgh, PA 15282
Contact: Dr. William P. Barone
Phone: (412) 396-5569

PENNSYLVANIA

Lehigh Carbon Community College
4525 Education Park Drive
Schnecksville, PA 18078
Contact: Melanie A. Wursta
Phone: (610) 799-1523

Shippensburg University of Pennsyvania
Horton Hall
Shippensburg University of Pennsyvania
Shippensburg, PA 17257
Contact: Dr. Donna Couchenour
Phone: (717) 532-1349

West Chester University
West Chester, PA 19383
Contact: Dr. Mary Ann Maggitti
Phone: (610) 436-2280

Pennsylvania College of Technology
One College Avenue
Williamsport, PA 17701
Contact: Billie Coffman
Phone: (717) 326-3761, ext.7739

RHODE ISLAND

University of Rhode Island
702 Chafee Building
Education Department
Kingston, RI 02881
Contact: Susan Trostle, Ed.D.
Phone: (401) 792-2426
Contact: Diane M. Horm-Wingerd
Phone: (401) 792-2403

Rhode Island College
600 Mt. Pleasant Avenue
Providence, RI 02908
Contact: Clyde Slicker, Ed.D.
Phone: (401) 456-8016

Community College of Rhode Island
400 East Avenue

RHODE ISLAND

Community College of Rhode (Con't)
IslandWarwick, RI 02886
Contact: Linda Corrente
Phone: (401) 825-2271

SOUTH CAROLINA

Forrest Junior College
601 East River Street
Anderson, SC 29624
Contact: Susan L. Long
Forrest Junior College (Con't)
Phone: (803) 225-7653

Coker College
College Avenue
Hartsville, SC 29550
Contact: Dr. Joseph H. Rubinstein
Phone: (803) 383-8130

SOUTH DAKOTA

Sisseton Wahpeton Community College
Box 689
Agency Village, SD 57262
Contact: Vicky Hagen
Phone: (605) 698-3966

Western Dakota Technical Institute
800 Mickelson Drive
Rapid City, SD 57701
Contact: Dr. Ken Gifford
Phone: (605) 394-4034

Lake Area Technical Institute
230 N.E. 11th Street, N.E.
P.O. Box 730
Watertown, SD 57201
Contact: Janis C. Warrick
Phone: (605) 886-5872

TENNESSEE

Tennessee Technical University
Dixie Avenue
Cookeville, TN 38505
Contact: Dr. Mary Ayers
Phone: (615) 372-3069

East Tennessee State University
Box 70458
Johnson City, TN 37614
Contact: Dr. Rebecca Isbell
Phone: (615) 929-4196

University of Memphis
Department of ICL
Memphis, TN 38152
Contact: John M. Johnston
Phone: (901) 678-3443

Walters State Community College
500 South Davy Crockett Parkway
Morristown, TN 37813-6899
Contact: Nancy A. Haggard
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Tennessee State University
Bureau Of Evaluation And Research Svcs.
330 10th Avenue, North Suite J, Box 141
Nashville, TN 37203-3401
Contact: Mary Simmons
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Tennessee State University
Department of Home Economics
3500 John A. Merritt Boulevard
Nashville, TN 37209-1561
Contact: Esen Ozgener, Ed.D.
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Tennessee Technology Center
100 White Bridge Road
Nashville, TN 37209
Contact: Judy Anderson, M.S., Sr.
Phone: (615) 741-1241

TENNESSEE

Trevecca Nazarene College
333 Murfreesboro Road
Nashville, TN 37210
Contact: Christina D. Ward
Phone: (615) 248-1390

Martin Methodist College
433 West Madison
Pulaski, TN 38478
Contact: Dr. Anne C. Chandler
Phone: (615) 363-9857

TEXAS

Trinity Valley Community College
500 South Prairieville
Athens, TX 75751
Contact: Gayla Roberts
Phone: (903) 675-6392

Austin Community College
1212 Rio Grande Street
Austin, TX 78701
Contact: Sandra Hamilton
Phone: (512) 495-7270

University of Mary Hardin
Belton, TX 76513
Contact: Dr. David Roland
Phone: (817) 939-4579

Hill College
1505 West Henderson
Cleburn, TX 76031
Contact: Louis N. Allen
Phone: (817) 556-0096

Dallas Baptist University
3000 Mountain Creek Parkway
Dallas, TX 75211
Contact: Dr. Sylvia Artmann
Phone: (214) 333-5400

TEXAS

University of Texas
500 West University Avenue
El Paso, TX 79968
Contact: Dr. Trisha Adkins
Phone: (915) 747-7678

Texas Wesleyan University
1201 Wesleyan
Fort Worth, TX 76105-1536
Contact: Dr. Margaret B. Puckett
Phone: (817) 531-4953

North Harris College
2700 W.W. Thorne Drive
North Harris College (Con't)
Houston, TX 77073
Contact: Sue Thornton
Phone: (713) 443-5663

Tarrant County Junior College
828 Harwood Road
Hurst, TX 76054
Contact: Kathy Morrison
Phone: (817) 788-6521

Southwestern Adventist College
Evans Hall 105
Keene, TX 76059
Contact: Dr. Dee Anderson
Phone: (817) 645-9621

Kilgore College
1100 Broadway
Kilgore, TX 75662
Contact: Candice H. Bowers
Phone: (903) 983-8293

Central Texas College
P.O. Box 1800
Killeen, TX 76540
Contact: Catherine Mason
Phone: (817) 526-1900

TEXAS

Angeline College
P.O. Box 1768
Lufkin, TX 75901
Contact: Judy Wilson Semlinger
Phone: (409) 639-1301

Collin County Community College
Child Development Center
2200 West University Drive
McKinney, TX 75069
Contact: Dawn Worthington
Phone: (214) 548-6852

Eastfield Community College
3737 Motley Drive
Mesquite, TX 75150
Eastfield Community College (Con't)
Contact: Dr. Susan Wyatt
Phone: (214) 324-7156

Incarnate Word College
4301 Broadway
San Antonio, TX 78209
Contact: Dr. Mary Ruth Moore
Phone: (210) 829-3136

San Antonio College
1300 San Pedro Avenue
San Antonio, TX 78212-4299
Contact: Betty J. Larson
Phone: (210) 733-2410

Texas Lutheran College
1000 West Court Street
Seguin, TX 78155
Contact: Dr. Nancy Burris
Phone: (210) 372-6061

Tyler Junior College
P.O. Box 9020
Tyler, TX 75711
Contact: Rebecca Bibby
Phone: (903) 510-2490

TEXAS

University of Houston
2506 East Red River
Victoria, TX 77901
Contact: Dr. Marie Stern Plemons
Phone: (512) 788-6256

UTAH

Westminster College of Salt Lake City
1840 South 1300 East
Salt Lake City, UT 84105
Contact: Dr. Douglas Pardon
Phone: (801) 488-1629

VERMONT

Southern Vermont College
Monument Avenue
Bennington, VT 05201
Contact: Suzanne Fine
Phone: (802) 442-5427, ext.313

Lyndon State College
Lyndonville, VT 05851
Contact: Dr. Barry Hertz
Phone: (802) 626-9371, ext.258

Woodbury College
660 Elm Street
Montpelier, VT 05602
Contact: Stephanie Lahar
Phone: (802) 229-0516

Goddard College
Plainfield, VT 05667
Contact: Betsy Ziegler
Phone: (802) 454-8311, ext.285

VIRGINIA

Bridgewater College
East College Street
Bridgewater, VA 22812

VIRGINIA

Bridgewater College (Con't)
Contact: Dr. Lanny W. Holsinger
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John Tyler Community College
13101 Jefferson Davis Highway
Chester, VA 23831
Contact: Johnnie F. Humphrey
Phone: (804) 796-4097

New River Community College
P.O. Box 1127
Dublin, VA 24084
Contact: Linda Capone Claussen
Phone: (703) 674-3600, ext.318

Thomas Nelson Community College
P.O. Box 9407
Hampton, VA 23670
Thomas Nelson Community College (Con't)
Contact: Teresa Frazier
Phone: (804) 825-3550

James Madison University
Dept. of Early and Middle Education
Harrisburg, VA 22807
Contact: Ann Marie Leonard
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Patrick Henry Community College
P.O. Box 5311
Martinsville, VA 24115-5311
Contact: Earl Dodrill
Phone: (703) 638-8777

Norfolk State University
2401 Corprew Avenue
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Tidewater Community College
7000 College Drive

VIRGINIA

Tidewater Community College (Con't)
Portsmouth, VA 23705
Contact: A. Marie Keeling
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Radford, VA 24142
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700 East Jackson Street
Richmond, VA 23219
Contact: Sheryl Smith White
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Virginia Western Community College
3095 Colonial Avenue
Roanoke, VA 24038
Contact: Marsha Pretinsky
Phone: (703) 857-7270

WASHINGTON

Grays Harbor College
1620 Edward P. Smith Drive
Aberdeen, WA 98520
Contact: Diane Murry
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Bellevue Community College
3000 Landerholm Circle, S.E.
Bellevue, WA 98007
Contact: Gertrude Shepherd
Phone: (206) 641-2366

Pacific Oaks College, Northwest
2812 116th, N.E.
Bellevue, WA 98004
Contact: Barbara Daniels
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WASHINGTON

Olympic College
1600 Chester Avenue
Bremerton, WA 98337-1699
Contact: Mary Garguile
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Centralia College
600 West Locust
Centralia, WA 98531
Contact: Cheri Raff
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Highline Community College
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Central Washington University
Ellensburg, WA 98941
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Lake Washington Technical College
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20000 68th Avenue, West
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Vancouver, WA 98663
Contact: Kathy Bobula
Phone: (360) 992-2328

WEST VIRGINIA

Concord College
P.O. Box 1000 - Wall Box
Athens, WV 24712
Contact: Dr. April V. Beavers
Phone: (304) 384-5209

Bluefield State College
219 Rock Street
Bluefield, WV 24701
Contact: T.E. Blevins
Phone: (304) 327-4173

WEST VIRGINIA

Glenville State College
200 High Street
Glenville, WV 26351
Contact: Dr. Kathy Butler
Phone: (304) 462-7361, ext.306

West Virginia University
Route 5, Box 167A
Parkersburg, WV 26101
Contact: Joseph L. Badgley
Phone: (304) 424-8316

WISCONSIN

Fox Valley Technical College
1825 Bluemound Drive
Appleton, WI 54913
Contact: Rietta Hendrickson
Phone: (414) 735-5743

Northland College
1411 Ellis Avenue
Ashland, WI 54806
Contact: Dr. Patricia Clow
Phone: (715) 682-1804

Marian College of Fond du Lac
45 S. National Avenue
Fond du Lac, WI 54935
Contact: Ann Egan
Phone: (414) 923-7636

Northwest Wisconsin Technical College
2470 W. Mason Street
P.O. Box 19042
Green Bay, WI 54307-9042
Contact: Dr. Nannette Hoppe
Phone: (414) 498-5658

Blackhawk Technical College
P.O. Box 5009
Janesville, WI 53547-5009
Contact: Melody Marsh

WISCONSIN

Blackhawk Technical College (Con't)
Phone: (608) 757-7731

Viterbo College
815 S. 9th Street
La Crosse, WI 54601
Contact: Dr. Susan S. Batell
Phone: (608) 791-0261

Edgewood College
855 Woodrow Street
Madison, WI 53711-1997
Contact: Joseph E. Schmiedicke
Phone: (608) 257-4861, ext.2293

Alverno College
P.O. Box 343922
Milwaukee, WI 53234-3922
Contact: Kathy Lake
Phone: (414) 382-6213

PUERTO RICO

Inter American University
Guayoma Campus, Call Box 10004
Guayama, PR 00785
Contact: Dr. Ray Robles Torres
Phone: (809) 864-2222, ext.2227/2235

WISCONSIN

Milwaukee Area Technical College
700 West State Street
Milwaukee, WI 52333
Contact: Barbara Cannell
Phone: (404) 297-6836

Gateway Technical College
1001 S. Main Street
Racine, WI 53403
Contact: Shaq Norman
Phone: (414) 631-1024

Carroll College
100 North East Avenue
Waukesha, WI 53186
Contact: Bruce Strom
Phone: (414) 524-7130

WYOMING

NONE

PUERTO RICO

Universidad del Turabo
P.O. Box 3030, Estacion Universidad
Gurabo, PR 00778-3030
Contact: Dr. Nydia E. Marini
Phone: (809) 743-7979, ext.4128/4129

Information about the Council for Early Childhood Professional Recognition

Commitment

The Council is committed to improving the practice of individuals who care for and educate young children from birth through age 5 in child care centers, preschools, and family child care homes. The Council also works to improve the professional status of early childhood educators.

Management

The Council administers the **Child Development Associate National Credentialing Program,** providing uniform procedures for assessing the competence of early childhood caregivers. The credentialing program serves approximately 5,000 people each year. To help meet the growing need for qualified child care, the Council also administers a national training system—the **Child Development Associate Professional Preparation Program.**

Collaboration

Closely associated with the federal government's highly respected **Head Start** program, the Council works with Head Start personnel throughout the nation to ensure a qualified work force, and also provides training and credentialing for child care personnel in programs sponsored by the U.S. military.

As a major national organization, the Council is allied with other national early childhood organizations, such as the National Center for Clinical Infant Programs, the Child Welfare League of America, the World Organization for Early Childhood (*OMEP*), the National Black Child Development Institute, the National Association for the Education of Young Children, the Southern Early Childhood Association, and the National Head Start Association.

History

Founded in 1985, the Council for Early Childhood Professional Recognition is a nonprofit corporation headquartered in Washington, D.C. The staff is headed by **Carol Brunson Phillips, Ph.D.,** Executive Director, and **J.D. Andrews, Ph.D.,** Chief Corporate Officer. The corporation is guided by its Officers and Board of Directors, a diverse group of nationally known leaders in education.